Multidimensional Assessment of Executive Function: Cognition, Behavior Academics, & Impairment

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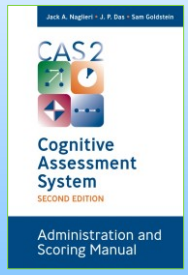
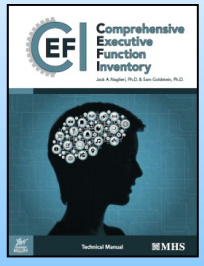
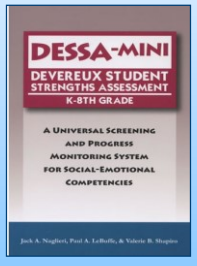
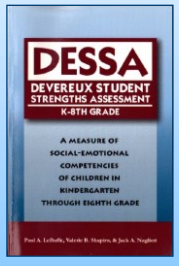
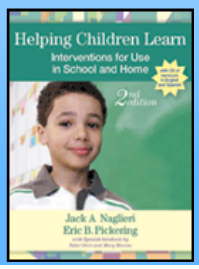
Resources and Disclosures

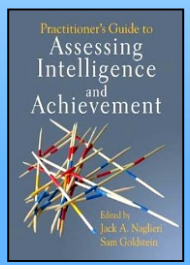












www.jacknaglieri.com

- General information
- Copies of presentations, research and book chapters
- To ask a question

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My Background

- Interest in intelligence and instruction
- Experiences at UGA
- Test development
- Need for science to support practice
- Psychometrics
- My personal perspective on being a researcher and test developer
- Evidence based interpretation
- My experience being tested…

Today's Session

- Introduce yourself to your neighbors
  - We will be discussing various topics today and you need to know who your talking to
    - Name (write it down so you remember)
    - What they do
    - Share a something about yourself relative to EF
- Group Members
  - Spokesperson
  - Timer
  - Organizer

Presentation Outline

- Comprehensive Model of EF
  - Historical Perspective
  - Definitions of Executive Function
- EF as Behavior
- EF as an Ability (an intelligence)
- EF as Social Emotional Skills
- Impairment and EF
- Research about EF as ability, behavior, and SE
- **Think Smart!** -- EF Skills in the Classroom or Clinic
  - More lesson plans for improving components of EF
- Conclusions

EF Lesson on Saturday Night Live

- We will begin by learning about how EF can be taught to students, using one of the lessons in the project I'm working on
- The lessons teach aspects of EF and are structured as follows:
  - STEP 1 – View the video
  - STEP 2 – Discuss the video with the person sitting next to you.
  - STEP 3 – Share your ideas with everyone

EF Lesson on Saturday Night Live

EF Lesson on Saturday Night Live

- STEP 1 – View the video
- STEP 2 – Discussion of the video with someone sitting next to you.
- STEP 3 – Share your ideas with everyone

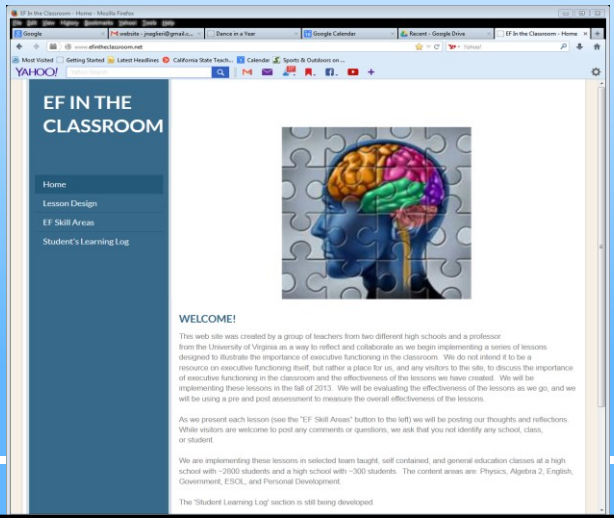
Time to Think and Talk

START

4 minutes left

- **Task:**
- Talk with your partner(s)
- What was the main point ?
- Was the goal achieved ?
- Why was it so hard to get the students to think?
- Your own questions and thoughts..

All Lessons available at: www.efintheclassroom.net



History Class: Saturday Night Live

- STEP 1 – View the video
- STEP 2 – Discussion of the video with someone sitting next to you.
  - Consider:
    - What was the main point ?
    - Was the goal achieved ?
    - What did the teacher do wrong ?
    - Your own questions and thoughts..
- STEP 3 – Share your ideas with everyone

History Class: SNL

Metacognition

The ability to think about your thinking

Phrase of the week: **Are you thinking about thinking?**

Watch Seinfeld History Lesson Video:
http://www.schooltube.com/video/30747e2e060f4e4efc5b/

1. Why was the teacher frustrated in the video?
2. What could the students in the video have done differently?
3. Why was it so hard for the students to think about history?
4. Do you think about how you're doing your work *while* you are actually doing it?

Wrap-Up:

This week whenever you are stuck, you must describe to the teacher what you did. How you got to where you are?
This is an example of being aware of what you're thinking, sometimes called "self-monitoring". Write in your notebook how you think this could benefit you.

History Class: Student Comments

- 'The teacher was frustrated because the students weren't thinking about what he was saying'
- 'They should have paused before responding so that they could think'
- 'When you feel pressure you'll say anything if you don't know the answer'

History Class: Student Comments

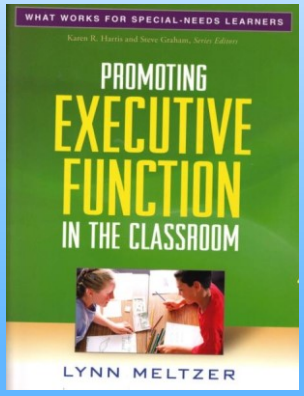
- 'The way teachers run the class stops you from thinking because they tell you there is only one way to do something – but it's a fact that there is more than one way to solve a problem'
- 'That's what I like about this class, there are different ways to solve the problems'
- 'We need to know why the teacher is getting us to learn history'

History Class: Saturday Night Live

- Teach students to think not just remember
- How to learn is just as important as what to learn
- This is what Executive Function is all about
- This is the theme of today's workshop

Meltzer (2010)

- 'Classroom instruction generally focuses on content (or the *what to know)*, rather than on the *how to do or learn…*and does not address metacognitive strategies that teach students to think about *how* they think and learn'.



Why this Workshop on EF?

- Executive Function (EF) is the most important ability we have, because it provides us **a way to decide how to do what we choose to do to achieve a goal**
- The best news is that EF **can be taught**
- Instruction that improves EF will affect children's ability to learn, their behavior, and their social skills.
- Improving EF will change a student's life

Executive Function Goals

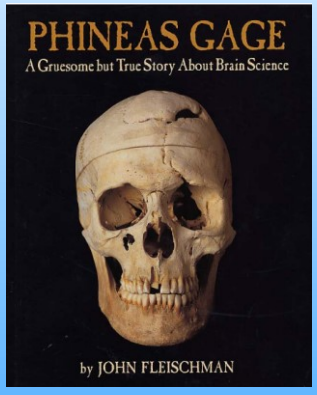
- Today we will be *thinking about thinking*
- I will be teaching you *how* to help people learn to do the things they want to do
- The goal is to help students learn more by *encouraging them consider how they do what they decide to do*
- The goal is to engage the frontal lobes

Presentation Outline

- Comprehensive Model of EF
  - Historical Perspective
  - Definitions of Executive Function
- EF as Behavior
- EF as an Ability (an intelligence)
- EF as Social Emotional Skills
- Impairment and EF
- Research about EF as ability, behavior, and SE
- **Think Smart!** -- EF Skills in the Classroom or Clinic
  - More lesson plans for improving components of EF
- Conclusions

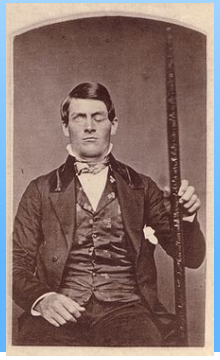
The Curious Story of Phineas Gage

John Fleischman's book "Phineas Gage: A Gruesome but True Story About Brain Science" is an excellent source of information about this person, his life, and how this event impacted our understanding of how the brain works; and particularly the frontal lobes.



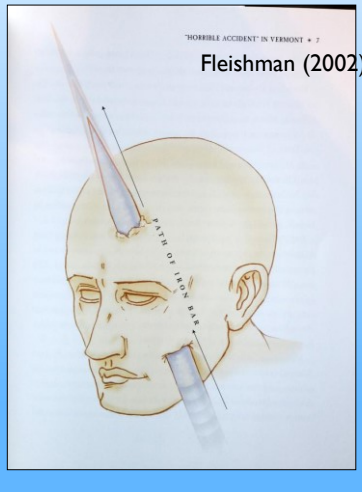
The Curious Story of Phineas Gage

- September 13, 1848 26 year old Phineas Gag was in charge of a railroad track construction crew blasting granite bedrock near Cavendish, Vermont
- The job Phineas has is to use a "tamping iron" to set explosives
- The tamping iron is a rod about 3 ½ feet long weighing 13 ½ lbs pointed at one end



Fleishman (2002, p 70)

- From Damaiso (1994) article in *Science*
- The rod passed through the left frontal lobe, between the two hemispheres, then to left hemisphere
- The damage was to the front of the frontal cortex more than the back, and the underside more than the top

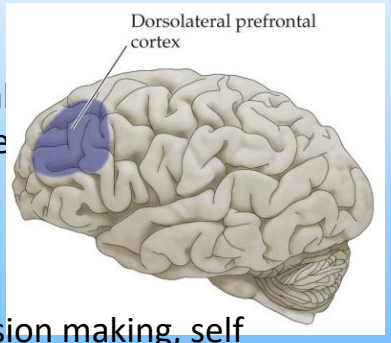


Fleishman (2002)

A Bit of EF Neuroanatomy

- The case of Phineas Gage led to a better understanding of the frontal lobes; in particular the pre-frontal cortex.
- Rich cortical, sub-cortical and brain stem connections.

More Specifically



- The dorsolateral prefrontal cortex is involved with the ability to plan, shift set, organize remember and solve novel problems.
- That is: planning and decision making, self monitoring, self correction, especially when responses are not well-rehearsed or contain novel sequences of actions.

The Curious Story of Phineas Gage

The Skull of Phineas Gage is at Harvard's Warren Anatomical Museum

The skull of Phineas Gage

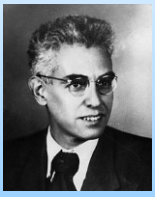
The skull of Phineas Gage, along with the tamping iron which did the damage. On display at Harvard's Warren Anatomical Museum.

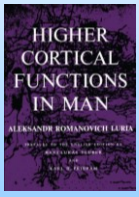
Frontal Lobes and Executive Function(s)

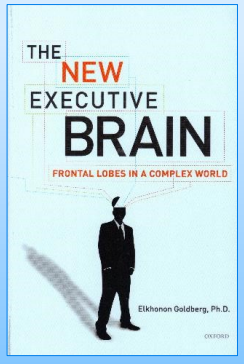
What do we mean by the term Executive Function(s)?

Executive Functions

- In 1966 Luria first wrote and defined the concept of Executive Function (EF)





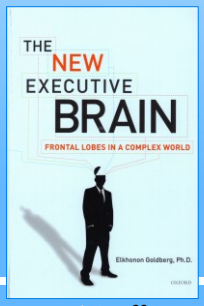


- Elkhonon Goldberg provides a valuable review of what the frontal lobes do
- Describes EF as the orchestra leader

http://www.elkhonongoldberg.com/

Goldberg (2009, p. 4)

- "The frontal lobes … are liked to intentionality, purposefulness, and complex decision making."
- They make us human, and as Luria stated, are "the organ of civilization"
- Frontal lobes are about …"leadership, motivation, drive, vision, self-awareness, and awareness of others, success, creativity, sex differences, social maturity, cognitive development and learning…"



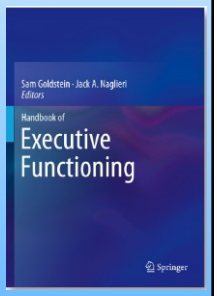
What is Executive Function(s)

There is no formal excepted definition of EF

- We typically find a vague general statement of EF (e.g., goal-directed action, cognitive control, top-down inhibition, effortful processing, etc.).
- Or a listing of the constructs such as
  - Inhibition,
  - Working Memory,
  - Planning,
  - Problem-Solving,
  - Goal-Directed Activity,
  - Strategy Development and Execution,
  - Emotional Self-Regulation,
  - Self-Motivation

Goldstein, Naglieri, Principotta, & Otero (2013)

- Executive function(s) has come to be an umbrella term used for many different "abilities"-- planning, working memory, attention, inhibition, self-monitoring, self-regulation and initiation -- carried out by pre-frontal lobes.
- We found more than 30 definitions of EF(s)



Executive Function

- EF has is a **unitary** construct (Duncan & Miller, 2002; Duncan & Owen, 2000).
- EF is **unidimensional** in early childhood not adulthood.
- Both views are supported by some research (Miyake et al., 2000) EF is a **unitary construct … but with partially different components**.

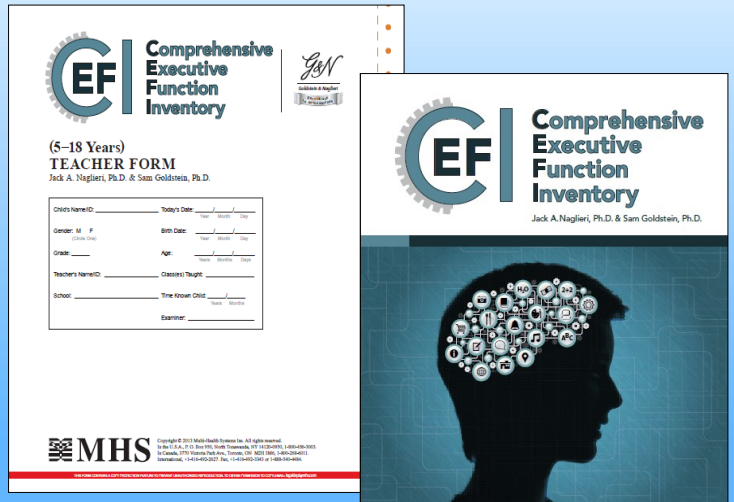
Executive Functions

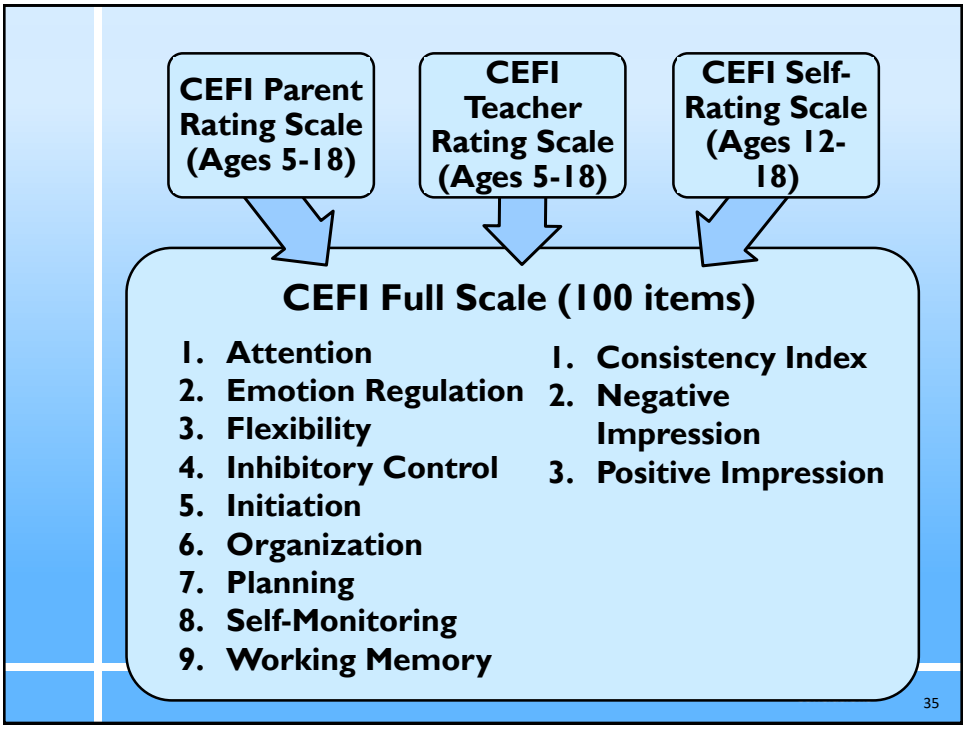
- EF has **three components**: *inhibitory control, set shifting (flexibility), and working memory* (e.g., Davidson, et al., 2006).
- Executive Functions is a **multidimensional** model (Friedman et al., 2006) with independent **abilities** (Wiebe, Espy, & Charak, 2008).

Executive Function(s)

- Given all these definitions of EF(s) we wanted to address the question…
  - Executive Function***s …*** or
  - Executive Function?
- One way to answer the question is to research the factor structure of EF behaviors
- Factor structure of the Comprehensive Executive Function Inventory (CEFI)

CEFI (Naglieri & Goldstein, 2012)





EXPLORATORY FACTOR ANALYSES

- The normative samples for parents, teacher, and self ratings were randomly split into two samples and EFA conducted using
  - the item raw scores
  - nine scales' raw scores

CEFI Scales
Attention
Emotion Regulation
Flexibility
Inhibitory Control
Initiation
Organization
Planning
Self-Monitoring
Working Memory

- The sample …

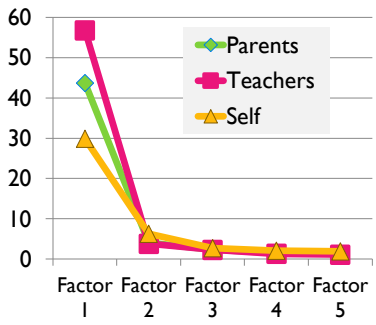
CEFI Standardization Samples

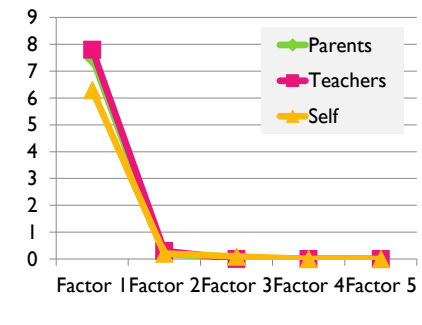
- Sample was stratified by
  - Sex, age, race/ethnicity, parental education level (PEL; for cases rated by parents), geographic region
  - Race/ethnicity of the child (Asian/Pacific Islander, Black/African American/African Canadian, Hispanic, White/Caucasian, Multi-racial by the rater
  - Parent (N=1,400), Teacher (N=1,400) and Self (N=700) ratings were obtained

Exploratory Factor Analyses

90 Items: factor analysis clearly indicted that *one factor* was the best solution

Nine item groups: Attention, Emotion Regulation, Flexibility, Inhibitory Control, Initiation, Organization, Planning, Self-Monitoring, and Working Memory scales form *one factor*





EXPLORATORY FACTOR ANALYSES

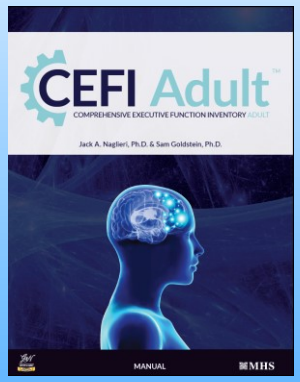
Table 8.6. Consistency of Factor Loadings Across Groups

Grouping Factor	CEFI Form	Coefficient of Congruence
Gender	Parent	.999
	Teacher	.999
	Self-Report	.992
Race/ Ethnic Group	Parent	.996
	Teacher	.999
	Self-Report	.995
Age	Parent	.999
	Teacher	.999
	Self-Report	.995
Clinical/ Educational	Parent	.993
	Teacher	.994
	Self-Report	.976

Nearly identical factor solutions (ALL ONE FACTOR) by Gender, Race/Ethnic, Age and Clinical/typical status

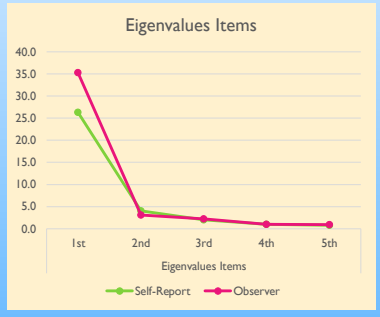
Factor Analysis of the CEFI Adult

- Same scale structure as CEFI
- Full Scale
  - Attention
  - Emotion Regulation
  - Flexibility
  - Inhibitory Control
  - Initiation
  - Organization
  - Planning
  - Self-Monitoring
  - Working Memory



Adult CEFI Samples

- Self (N = 1,600), Observer (N = 1,600) results: 1 factor



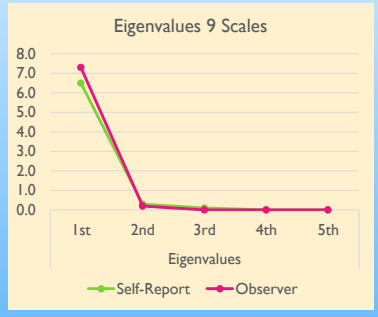


Table 8.2. Eigenvalues from the Inter-Item Correlations

Form	1st:2nd	Factor								
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th
Self-Report	6.7	26.3	4.0	2.0	1.0	0.8	0.7	0.6	0.5	0.5
Observer	11.3	35.3	3.1	2.2	1.0	0.9	0.8	0.7	0.5	0.5

Note. Extraction method: Principal Axis Factoring. Only the first 9 eigenvalues are presented.

Table 8.4. Eigenvalues from the CEFI Adult Scales Correlations

Form	1st:2nd	Factor								
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th
Self-Report	21.7	6.5	0.3	0.1	0.0	0.0	0.0	-0.1	-0.1	-0.1
Observer	32.7	7.3	0.2	0.0	0.0	0.0	0.0	0.0	-0.1	-0.1

Note. Extraction method: Principal Axis Factoring.

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CEFI Adult Consistency of Loadings

Consistency of Factor Loadings Across Groups

Exploratory factor analysis (EFA) was used to examine the replicability of the unidimensional factor structure of the CEFI Adult across several demographic groups (gender, age, race/ethnicity, and clinical status). The EFA procedure was conducted for each demographic group to determine if the factor structure was consistent across genders (males vs. females), ages (below vs. at or above the normative mean of 50), race/ethnicity (broken down into White vs. non-White to allow large enough sample sizes to detect differences), and clinical status (non-clinical vs. clinical). The factor loadings of the items were correlated across groups to compute the coefficient of congruence (Abdi, 2010); results revealed a very high degree of consistency across all groups (see Table 8.6), indicating that the unidimensionality of the CEFI Adult generalized across the demographic groups.

Table 8.6. Consistency of Factor Loadings Across Groups

Grouping Factor	Form	Coefficient of Congruence	Group 1		Group 2	
			Level	*N*	Level	*N*
Gender	Self-Report Form	.998	Male	795	Female	865
	Observer Form	.999	Male	795	Female	865
Race/Ethnicity	Self-Report Form	.997	White	1,153	Non-white	507
	Observer Form	.999	White	1,154	Non-white	506
Age	Self-Report Form	.997	Under 50 years	840	50+ years	820
	Observer Form	.999	Under 50 years	840	50+ years	820
Clinical Status	Self-Report Form	.993	Non-clinical	1,501	Clinical	159
	Observer Form	.996	Non-clinical	1,497	Clinical	163

conclusions

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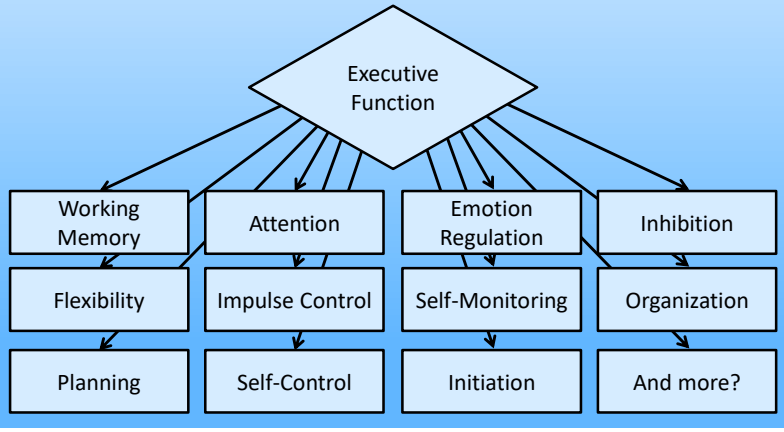
EXPLORATORY FACTOR ANALYSES

- Conclusions
  - CEFI: Parent (N=1,400), Teacher (N=1,400) and Self (N=700),
  - CEFI Adult: Self (N = 1,600) and Observer (N = 1,600) ratings
  - From nationally representative samples aged 5 to 80 years (N = 6,700) indicates .. Executive Function best describes the concept

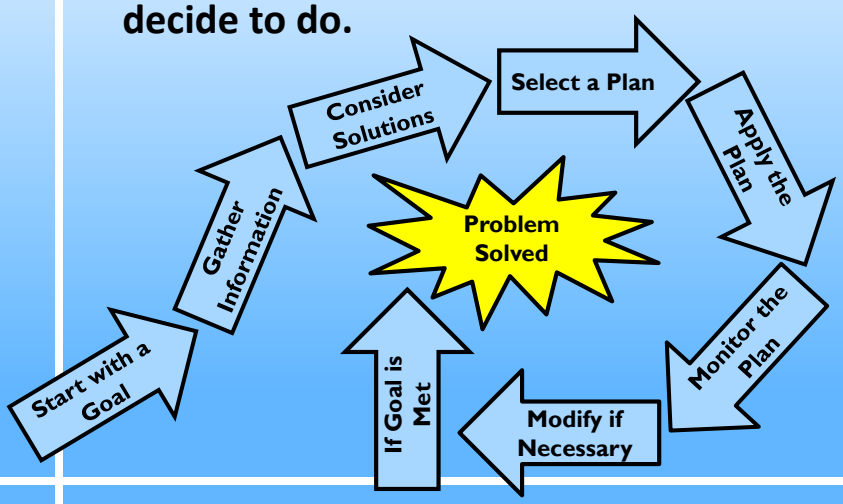
EF and its components

- Abilities, cognitive processes, and behaviors



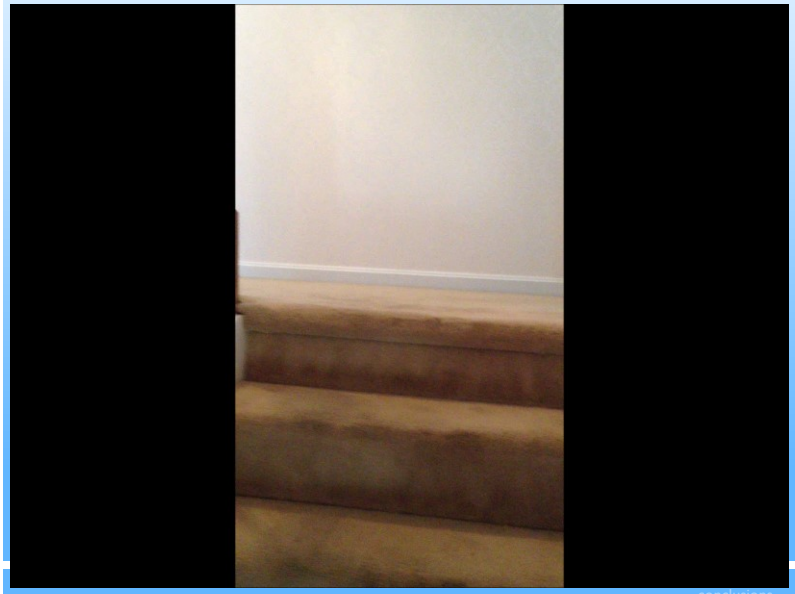
Naglieri & Goldstein, 2012

- Executive Function is: ***how*** **you do what you decide to do.**



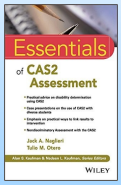
Does a13 month old have EF?

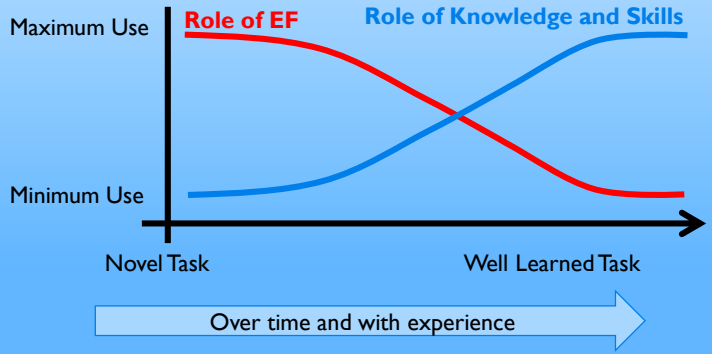
Age 19 months: Knowledge & EF



EF's Learning Curves (Naglieri & Otero, 2017)

- Learning depends upon instruction and EF
- At first, EF plays a major role in learning
- When a new task is learned and practiced it becomes a skill and execution requires less EF





Executive Function Involves

- ***"How* you decide *what* to do" demands…**
  - **Initiation** to achieve a goal, **planning** and **organizing** parts of a task, **attending** to details to notice success of the solution, keeping information in **memory,** having **flexibility** to modify the solution as information from **self-monitoring** is received and demonstrating **emotion regulation** (which also demands **inhibitory control)** to ensure clear thinking so that the task is completed successfully.

Which Lemming has good EF?

EF: ability, behavior, social-emotional skill?

All are reflections of FRONTAL LOBE activity

Brain, Cognition, & Behavior

- **EF ability** is provided by the Frontal Lobes of the brain (an intelligence)
- **EF behaviors** are the result of experiences that influence likelihood that a person is strategic when doing things
- **EF Emotions** are the result of learning
- It is very important to measure EF *Behaviors* and EF *Ability* and *Emotion* because they may be different

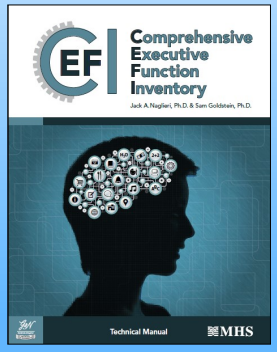
Presentation Outline

- Comprehensive Model of EF
  - Historical Perspective
  - Definitions of Executive Function
- EF as Behavior
- EF as an Ability (an intelligence)
- EF as Social Emotional Skills
- Impairment and EF
- Research about EF as ability, behavior, and SE
- **Think Smart!** -- EF Skills in the Classroom
  - More lesson plans for improving components of EF
- Conclusions

Comprehensive Executive Function Inventory (CEFI)

Jack A. Naglieri & Sam Goldstein

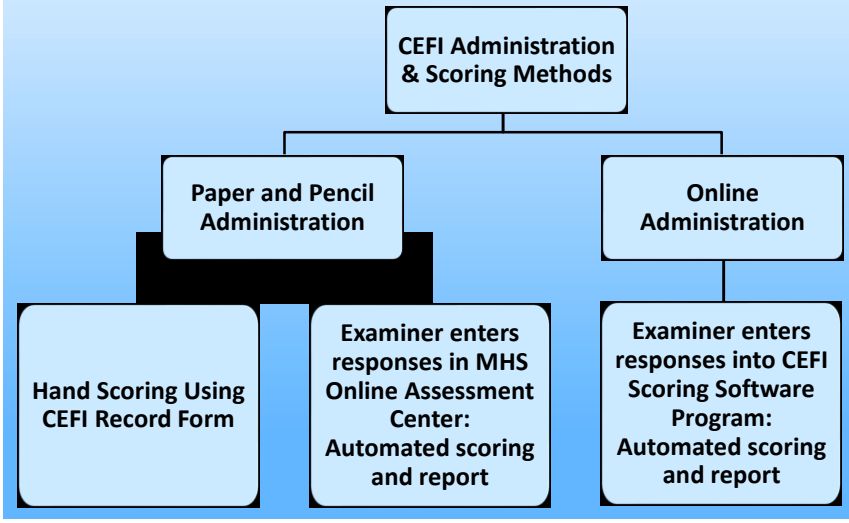
- CEFI is a **strength based** EF measure
- Items are **positively** worded
- Higher scores = **good** behaviors related to EF
- Scores set at mean of **100** SD of **15**
- Ages 5-18 years rated by a parent, teacher, or the child/youth.



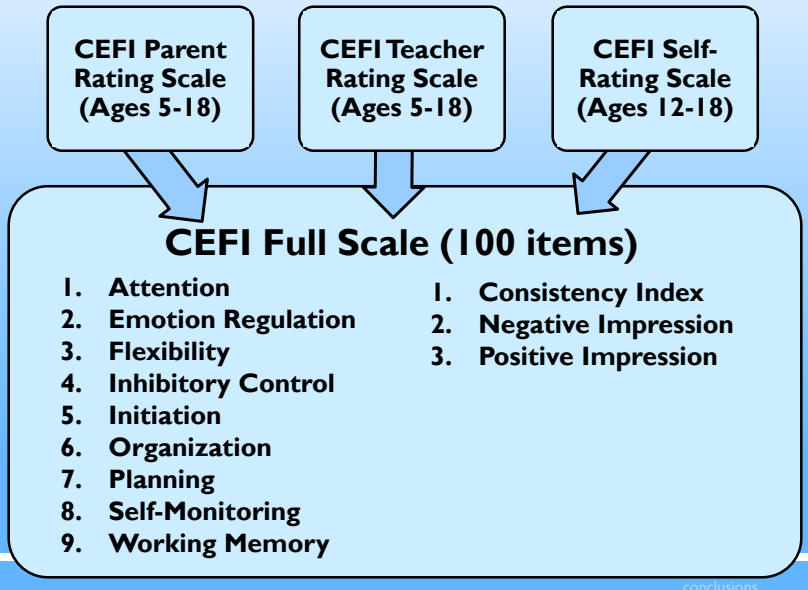
CEFI Normative Samples

- 1,400 ratings by Parents for children aged 5-18 years
- 1,400 ratings by Teachers for children aged 5-18 years
- 700 ratings from the self-report form for those aged 12-18 years
- There were equal numbers of ratings of or by males and females
- Stratified according to the 2009 US Census by race/ethnicity, parental education, region, age, and sex

CEFI Administration & Scoring



CEFI Forms and Scales



CEFI Items by Scale

Table C.4. Attention (12 items)

Item #	Parent/Teacher Item *During the past 4 weeks, how often did the child...*	Self-Report Item *During the past 4 weeks, how often did you...*
3.	finish a boring task?	finish a boring task?
11.	work well in a noisy environment?	work well in a noisy environment?
21.	work well for a long time?	work well for a long time?

Table C.5. Emotion Regulation (9 items)

Item #	Parent/Teacher Item *During the past 4 weeks, how often did the child...*	Self-Report Item *During the past 4 weeks, how often did you...*
10.	control emotions when under stress?	control emotions when under stress?
12.	stay calm when handling small problems?	stay calm when handling small problems?
42.	find it hard to control his/her emotions? (R)	find it hard to control your emotions? (R)

Table C.6. Flexibility (7 items)

Item #	Parent/Teacher Item *During the past 4 weeks, how often did the child...*	Self-Report Item *During the past 4 weeks, how often did you...*
7.	come up with a new way to reach a goal?	come up with a new way to reach a goal?
41.	come up with different ways to solve problems?	come up with different ways to solve problems?
45.	have many ideas about how to do things?	have many ideas about how to do things?

CEFI Adult Consistency of Loadings

Consistency of Factor Loadings Across Groups

Exploratory factor analysis (EFA) was used to examine the replicability of the unidimensional factor structure of the CEFI Adult across several demographic groups (gender, age, race/ethnicity, and clinical status). The EFA procedure was conducted for each demographic group to determine if the factor structure was consistent across genders (males vs. females), ages (below vs. at or above the normative mean of 50), race/ethnicity (broken down into White vs. non-White to allow large enough sample sizes to detect differences), and clinical status (non-clinical vs. clinical). The factor loadings of the items were correlated across groups to compute the coefficient of congruence (Abdi, 2010); results revealed a very high degree of consistency across all groups (see Table 8.6), indicating that the unidimensionality of the CEFI Adult generalized across the demographic groups.

Table 8.6. Consistency of Factor Loadings Across Groups

Grouping Factor	Form	Coefficient of Congruence	Group 1		Group 2	
			Level	*N*	Level	*N*
Gender	Self-Report Form	.998	Male	795	Female	865
	Observer Form	.999	Male	795	Female	865
Race/Ethnicity	Self-Report Form	.997	White	1,153	Non-white	507
	Observer Form	.999	White	1,154	Non-white	506
Age	Self-Report Form	.997	Under 50 years	840	50+ years	820
	Observer Form	.999	Under 50 years	840	50+ years	820
Clinical Status	Self-Report Form	.993	Non-clinical	1,501	Clinical	159
	Observer Form	.996	Non-clinical	1,497	Clinical	163

CEFI Full Scale and Treatment Scores

Figure 4.1. Illustration of Executive Function Weakness and Strengths on the CEFI (5–18 Years) Teacher Form

CEFI Scales	Standard Score		Difference From Youth's Average	Statistically Significant? (Yes/No)	Executive Function Strength/Weakness	90%/95% (circle one) Confidence Interval	Percentile Rank	Classification
Attention (AT)	95	+	-6.7	Yes	—	90 to 100	37	Average
Emotion Regulation (ER)	82	+	-19.7	Yes	Weakness	77 to 90	12	Low Average
Flexibility (FX)	112	+	10.3	Yes	Strength	103 to 118	79	High Average
Inhibitory Control (IC)	99	+	-2.7	No		93 to 105	47	Average
Initiation (IT)	120	+	18.3	Yes	Strength	112 to 125	91	Superior
Organization (OG)	99	+	-2.7	No		93 to 105	47	Average
Planning (PL)	101	+	-0.7	No		96 to 106	53	Average
Self-Monitoring (SM)	102	+	0.3	No		95 to 109	55	Average
Working Memory (WM)	105	=	3.3	No		99 to 111	63	Average
Sum of Standard Scores	915	÷9	101.7	Youth's Average				

Note. Differences from the Child's/Youth's Average are significant at $p < .10$.

Free Use of CEFI: http://info.mhs.com/cefi

MHS ASSESSMENTS

Comprehensive Executive Function Inventory™ - CEFI®

Request More Information

Learn More

If you are interested in learning more about the CEFI, fill out the form to request information like:

- How this instrument compares to others
- Progress Monitoring
- Intervention Strategies
- View case studies, sample reports or items
- How to use an instrument
- Setting up trainings
- Further questions or comments

I would like to ...

Learn more about: (Check all that Apply)
- Theoretical support for model
- How this assessment compares to other assessments
- Psychometric Properties
- Reliability and Validity
- The Authors
- Speaking with the consultant
- Participate in Data Collection Opportunities
- Other (Please specify in Comments)

I would like to: (Check all that Apply)
- Try it Online For Free
- Speak with a Consultant
- Set Up Training
- Other (Please specify in Comments)

First Name * | Last Name *

I am a ___ and I work in a ___: *
- Please Select -

School District/Organization *

Email * | Phone Number *

Preferred Contact Method *
- Phone
- Email

Country *
- Please Select -

State/Region * | City *
- Please Select -

I would like to receive email communications on MHS assessments, discounts, workshops, training, data collection opportunities, and surveys. You can unsubscribe at anytime.
- Yes

Comments/Questions

Submit

CEFI Interpretive Report

Comprehensive Executive Function Inventory

Goldstein & Naglieri Excellence In Assessments

(5–18 Years)
Parent Form

Jack A. Naglieri, Ph.D. & Sam Goldstein, Ph.D.

Interpretive Report

Youth's Name/ID:	**Brittany Ambers**
Age:	12 years
Gender:	Female
Birth Date:	November 18, 1999
Grade:	6
School:	K. H. S.
Parent's Name/ID:	Mrs. Z
Relationship to Youth:	Mother
Administration Date:	May 19, 2012
Examiner:	DH
Data Entered By:	MT

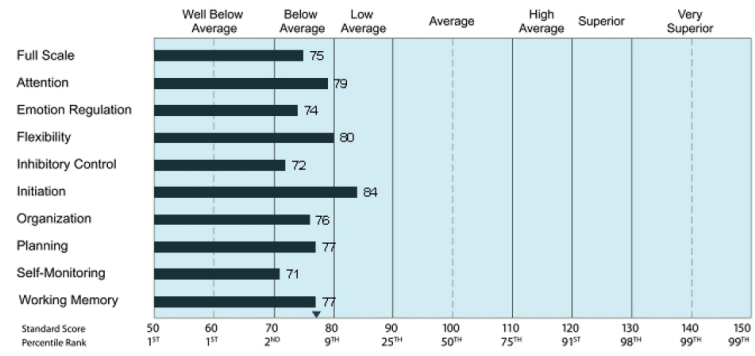
CEFI Interpretive Report

CEFI (5–18 Years) Parent Interpretive Report for Brittany Ambers — Admin Date: 05/19/2012

Overview of Results for Brittany Ambers

Scores in Relation to the Norm

Brittany Ambers's results are provided in the graph below.



CEFI Interpretive Report

CEFI (5–18 Years) Parent Interpretive Report for Brittany Ambers — Admin Date: 05/19/2012

CEFI Results

Brittany Ambers's **Full Scale** standard score of 75 falls in the *Below Average* range and is ranked at the 5th percentile. This means that her score is equal to, or greater than, 5% of those obtained by youth her age in the standardization group. There is a 90% probability that Brittany Ambers's true Full Scale standard score is within the range of 73 to 78. The CEFI Full Scale score is made up of items that belong on separate scales called Attention, Emotion Regulation, Flexibility, Inhibitory Control, Initiation, Organization, Planning, Self-Monitoring, and Working Memory. There was no significant variation among the CEFI Scales. This indicates that Brittany Ambers obtained similar scores on the separate scales. This also means that the Full Scale is a good description of her executive function behaviors.

Brittany Ambers's **Initiation** scale score describes how she begins tasks or projects on her own, including starting tasks easily, being motivated, and taking the initiative when needed. Her standard score of 84 falls in the *Low Average* range and is ranked at the 14th percentile. There is a 90% probability that her true Initiation standard score is within the range of 78 to 93. Item score variability suggests that ratings for Brittany Ambers were low on, for example, initiating conversations and putting plans into action.

Brittany Ambers's **Flexibility** scale score describes how she adjusts her behavior to meet circumstances, including coming up with different ways to solve problems, having many ideas about how to do things, and being able to solve problems using different approaches. Her standard score of 80 falls in the *Low Average* range and is ranked at the 9th percentile. There is a 90% probability that her true Flexibility standard score is within the range of 74 to 92. Ratings for Brittany Ambers were low on, for example, using a different strategy when another doesn't work.

Brittany Ambers's **Attention** scale score reflects how well she can avoid distractions, concentrate on tasks, and sustain attention. Her standard score of 79 falls in the *Below Average* range and is ranked at the 8th percentile. There is a 90% probability that her true Attention standard score is within the range of 74 to 87. Variability in item scores indicates that ratings for Brittany Ambers were low on, for example, finishing a boring task, avoiding distraction and noticing details. (See the *CEFI Items by Scale* section of this report for additional low item scores.)

Report

Intervention Strategies are provided for each of the 9 CEFI scales

CEFI (12–18 Years) Self-Report Interpretive Report for Random2 Admin Date: 01/07/2

Intervention Strategies for Attention

Helping a Child Overcome Problems with Inattention

First, help the child understand the nature of his or her attention problems, including:

- Concepts such as attention, resistance to distraction, and control of attention.
- Recognition of how attention affects daily functioning.
- Recognition that the deficit can be overcome.
- Basic elements of the control program.

Second, teachers and parents can help the child improve his or her motivation and persistence:

- Promote success via small steps.
- Ensure success at school and at home.
  - Allow for oral responses to tests.
  - Circumvent reading whenever possible.
- Teach rules for approaching tasks.
  - Help the child define tasks accurately.
  - Assess the child's knowledge of problems.
  - Encourage the child to consider all possible solutions.
  - Teach the child to use a correct test strategy.
- Discourage passivity and encourage independence.
  - Do not rely too heavily on teacher-oriented approaches.
  - Require the child to take responsibility for correcting his or her own work.
  - Help the child to become more self-reliant.
- Encourage the child to avoid:
  - Excessive talking.
  - Working fast with little accuracy.
  - Giving up too easily.
  - Turning in sloppy, disorganized papers.

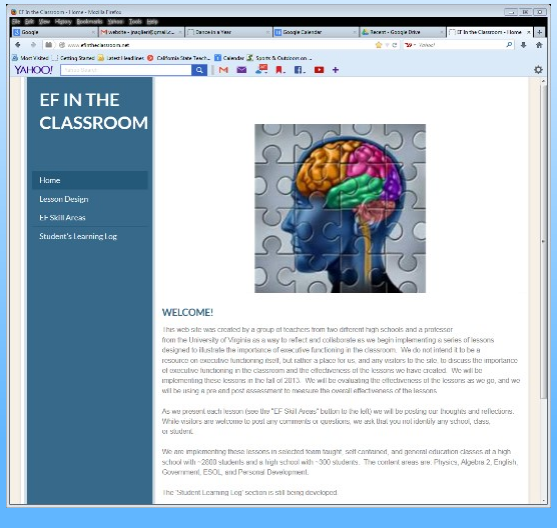
Third, teachers and parents should give the child specific problem-solving strategies.

- Model and teach strategies that improve attention and concentration.
- Help the child to recognize when he or she is under- or over-attentive.

Naglieri, J. A., & Pickering, E. B., Helping Children Learn: Intervention Handouts for Use at School and at Home, Second Edition, 2010. Baltimore: Paul H. Brookes Publishing Co., Inc. www.brookespublishing.com. Used with the permission of the publisher.

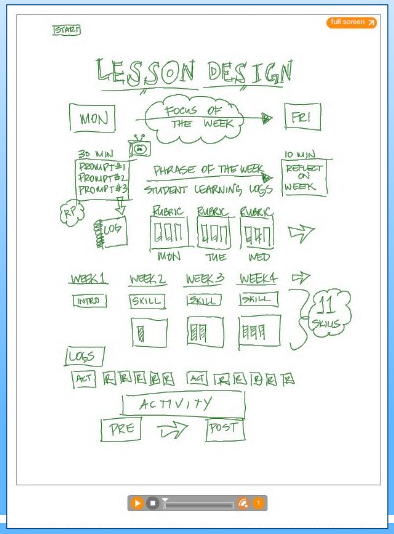
www.efintheclassroom.net

- **Start with Awareness of thinking about thinking**



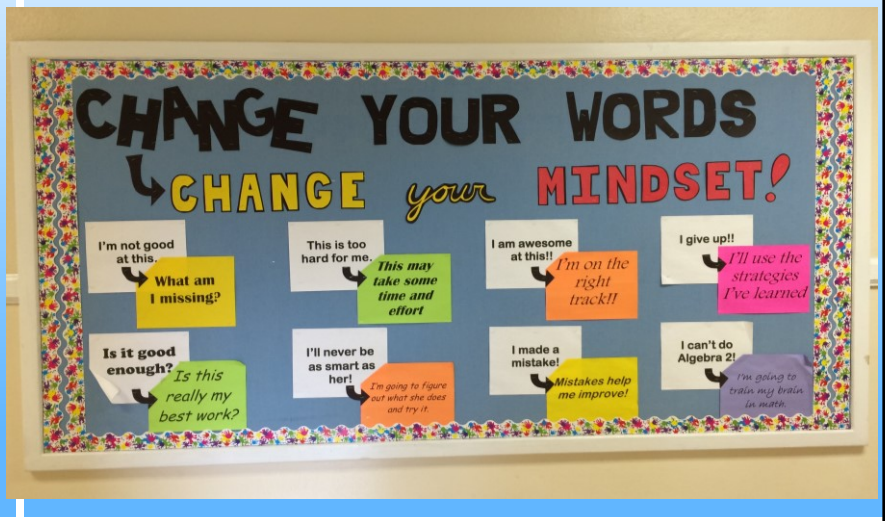
Structure of the lessons

- Each topic is discussed for one week
- Monday – class lesson
- Tues-Thurs reminders
- Friday – class reflection



EF Posters in the Class

Mountain View Alternative HS



Interventions for EF Behaviors

CEFI Scales	Efintheclassroom.net
Attention	Sustained Attention
Emotion Regulation	Emotional Control
Flexibility	Cognitive Flexibility
Inhibitory Control	Response Inhibition
Initiation	Task Initiation
Organization	Organization
Panning	Planning
Self-Monitoring	Response Inhibition
Working Memory	Working Memory
	Goal Directed Persistence

Time to Think and Talk

START

4 minutes left

- **Task:**
- Discuss in your groups
  - EF as a single concept
  - Other ideas
- Your own questions and thoughts..
- Report to the audience

Presentation Outline

- Comprehensive Model of EF
  - Historical Perspective
  - Definitions of Executive Function
- EF as Behavior
- EF as an Ability (an intelligence)
- EF as Social Emotional Skills
- Impairment and EF
- Research about EF as ability, behavior, and SE
- **Think Smart!** -- EF Skills in the Classroom
  - More lesson plans for improving components of EF
- Conclusions

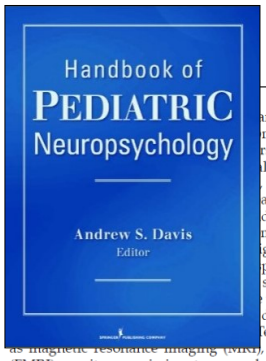
EF is a Brain-Based Ability

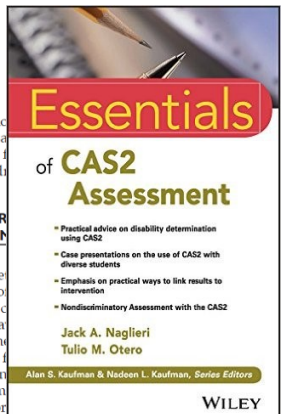
- EF is an ability by virtue of its relationship to the brain
- Because there is a relationship between BRAIN FUNCTION and BEHAVIOR, behaviors tell us about the ABILITY (sometimes…)
- EF skills are the result of EF Ability ***and*** well practiced behaviors that reflect EF
  - Not all abilities and not all behaviors involve EF

A Theory of Learning

28 Cognitive Assessment System: Redefining Intelligence From a Neuropsychological Perspective

Jack A. Naglieri and Tulio M. Otero





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dren with a vari-
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social, and motor
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derive inferences
echnology, such
as magnetic resonance imaging (MRI), functional MRI (FMRI), positron emission tomography, computerized tomography, and diffusion tensor imaging, has reduced the need for neuropsychological tests to localize and access brain damage. Neuropsychological tests, however,

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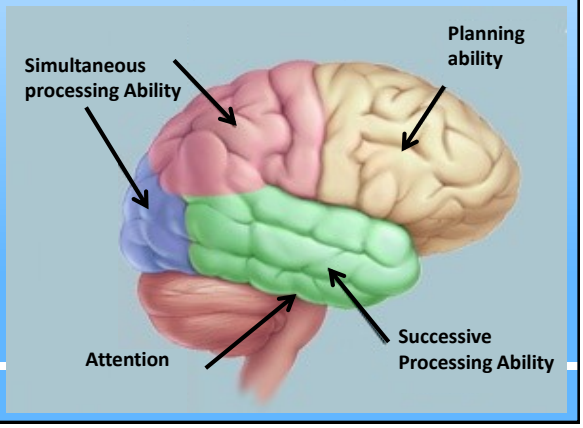
1980) and *The Working Brain* (1973). Luria viewed the brain as a functional mosaic, the parts of which interact in dif-

Brain, Cognition, & Behavior

- The brain is the seat of abilities called PASS
- These abilities comprise what has been described as a modern view of intelligence (Naglieri & Otero, 2011)

Naglieri, J. A. & Otero, T. (2011). Cognitive Assessment System: Redefining Intelligence from A Neuropsychological Perspective. In A. Davis (Ed.). *Handbook of Pediatric Neuropsychology (320-333)*. New York: Springer Publishing.

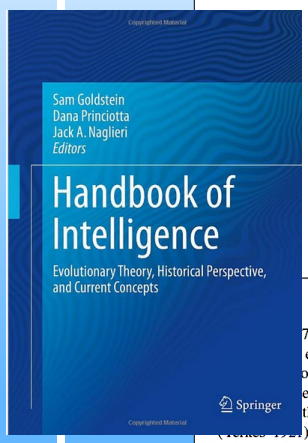


IQ defined by BRAIN function

- **PASS** theory is a modern way to define 'ability' (AKA – intelligence)
- **P**lanning = THINKING ABOUT THINKING
- **A**ttention = BEING ALERT
- **S**imultaneous = GETTING THE BIG PICTURE
- **S**uccessive = FOLLOWING A SEQUENCE

100 Years of Intelligence and IQ

http://www.jacknaglieri.com/cas2.html



Hundred Years of Intelligence Testing: Moving from Traditional IQ to Second-Generation Intelligence Tests 20

Jack A. Naglieri

"Do not go where the path may lead, go instead where there is no path and leave a trail."
–Ralph Waldo Emerson

7, is remembered as the day the entered World War I. On that same of psychologists held a meeting in ersity's Emerson Hall to discuss the they could play with the war effort). The group agreed that psychological knowledge and methods could be of importance to the military and utilized to increase the efficiency of the Army and Navy personnel. The group included Robert Yerkes, who was also the president of the American Training School in Vineland, New Jersey, on May 28. The committee considered many types of group tests and several that Arthur S. Otis developed when working on his doctorate under Lewis Terman at Stanford University. The goal was to find tests that could efficiently evaluate a wide variety of men, be easy to administer in the group format, and be easy to score. By June 9, 1917, the materials were ready for an initial trial. Men who had some educational background and could speak English were administered the verbal and quantitative (Alpha) tests and those that could not read the newspaper or speak English were given the Beta tests (today described as nonverbal).

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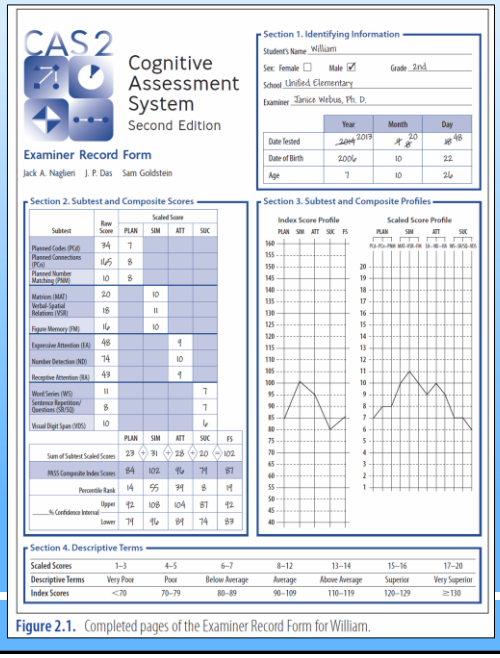
CAS2 (Ages 5-18 yrs.)

conclusions

CAS2

- CAS2 Yields PASS and Full Scale score but ALSO
- Executive Function which is the combination of a Planning and Attention subtests
- Also: Working Memory, Verbal, Nonverbal and a Visual and Auditory comparison


CAS2 Cognitive Assessment System Second Edition

Examiner Record Form

Jack A. Naglieri J. P. Das Sam Goldstein

Section 1. Identifying Information

Student's Name William

Sex: Female ☐ Male ☑ Grade 2nd

School Unified Elementary

Examiner Janice Webus, Ph. D.

	Year	Month	Day
Date Tested	2019	20	18
Date of Birth	2006	10	22
Age	7	10	26

Section 2. Subtest and Composite Scores

Subtest	Raw Score	Scaled Score PLAN	SIM	ATT	SUC
Planned Codes (PCd)	34	7			
Planned Connections (PCn)	165	8			
Planned Number Matching (PNM)	10	8			
Matrices (MAT)	20		10		
Verbal-Spatial Relations (VSR)	18		11		
Figure Memory (FM)	16		10		
Expressive Attention (EA)	48			9	
Number Detection (ND)	74			10	
Receptive Attention (RA)	49			9	
Word Series (WS)	11				7
Sentence Repetition/ Questions (SR/SQ)	8				7
Visual Digit Span (VDS)	10				6

	PLAN	SIM	ATT	SUC	FS
Sum of Subtest Scaled Scores	23	31	28	20	102
PASS Composite Index Scores	84	102	96	79	97
Percentile Rank	14	55	39	8	19
95% Confidence Interval Upper	92	108	104	87	92
95% Confidence Interval Lower	79	96	89	74	89

Section 3. Subtest and Composite Profiles

Index Score Profile

Scaled Score Profile

Section 4. Descriptive Terms

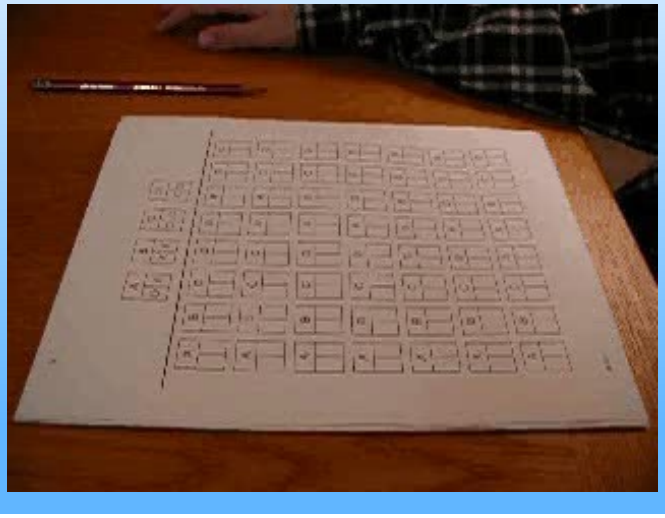
Scaled Scores	1–3	4–5	6–7	8–12	13–14	15–16	17–20
Descriptive Terms	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Index Scores	<70	70–79	80–89	90–109	110–119	120–129	≥130

Figure 2.1. Completed pages of the Examiner Record Form for William.

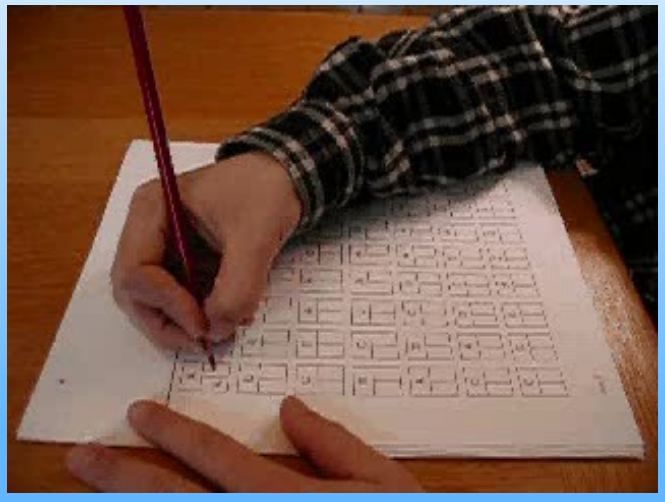
PASS Theory: Planning

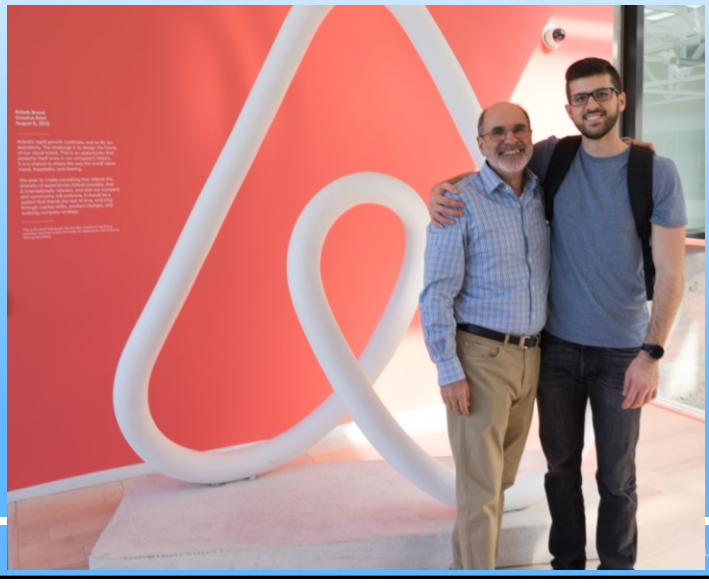
- **Planning** is a neurocognitive ability that a person uses to determine, select, and use efficient solutions to problems
  - problem solving
  - developing plans and using strategies
  - retrieval of knowledge
  - impulse control and self-control
  - control of processing

Planned Codes 1

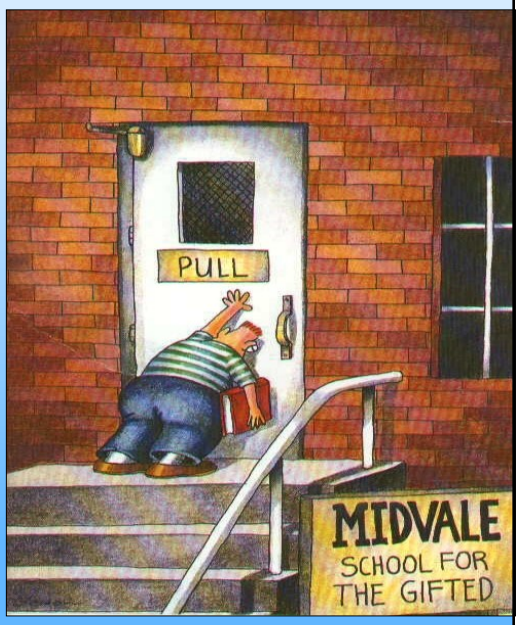


Planned Codes Page 2





POOR PLANNING



Efintheclassroom.net

Planning Lesson

Phrase of the week: What is your plan?

http://www.youtube.com/watch?v=bQLCZOG202k

1. What had to happen so that the people could dance together in this video?
2. What are the parts of a good plan?
3. How do you know if a plan is any good?
4. What should you do if a plan isn't working?
5. How do we use planning in this class?

Go to student learning log and create a plan for the week.

Antwerp train Station (2009)

Planning Lesson Student responses

- Q: What would you have to plan out?
  - They had to learn the dance steps (knowledge)
  - Someone had to start dancing (initiation)
  - Permission from train station (planning)
- Q: What are the parts of a good plan?
  - Think of possible problems (strategy generation)
  - Organize the dance (organization)
  - Practice the dance steps (initiation)
  - Have a good idea of what to do (knowledge)

Planning Lesson Student responses

- Q3: How do you know if a plan is any good?
  - Put the plan in action and see if it works (self-monitoring)
  - Give it a try (perhaps learn by failing)

1. Q4: What should you do if a plan isn't working?
   1. Fix it. (self-correction)
   2. Go home ! (a bad plan)

Planning Lesson Student responses

Q5: How do you use planning in this class?

1. We don't plan in this class
2. Mrs. XXX does all the planning in this class so you don't have to think about planning

How might students react to being told that now they have to think and planning?

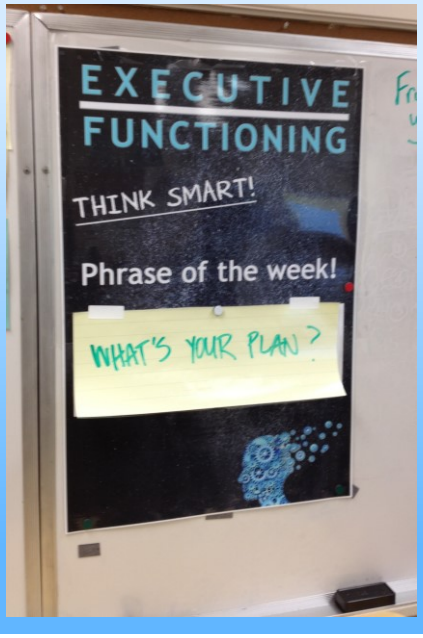
Like the Seinfeld video

This Planning Lesson

- This lesson brings to light the important distinction between planning over a long time (what was just shown) and real time planning

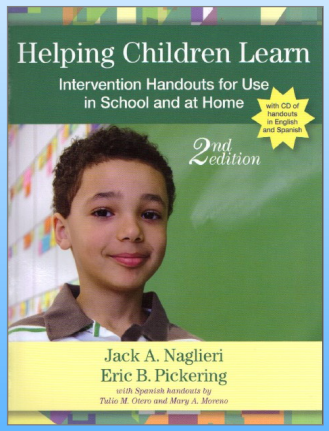
EF Instruction

- We use posters like this one to remind the students of the importance of PLANNING



Encourage Planning

- Helping Children Learn Intervention Handouts for Use in School and at Home, *Second Edition*
  By Jack A. Naglieri, Ph.D., & Eric B. Pickering, Ph.D.,
- Spanish handouts by Tulio Otero, Ph.D., & Mary Moreno, Ph.D.



Step 1 – Talk with Students

How to Be Smart: Planning

When we say people are smart, we usually mean that they know a lot of information. But being smart also means that someone has a lot of ability to learn new things. Being smart at learning new things includes knowing and using your *thinking abilities*. There are ways you can use your abilities *better* when you are learning.

What Does Being Smart Mean?

One ability that is very important is called *Planning*. The ability to *plan* helps you figure out *how to do things*. When you don't know how to solve a problem, using Planning ability will help you figure out how to do it. This ability also helps you control what you think and do. It helps you to stop before doing something you shouldn't do. Planning ability is what helps you wait until the time is right to act. It also helps you make good decisions about what to say and what to do.

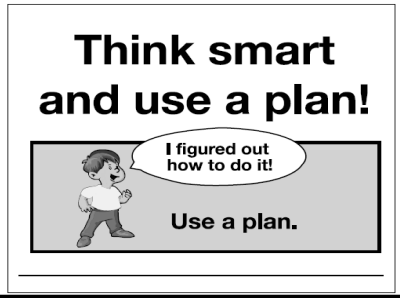
Step 1 – Talk with Students

How Can You Be Smarter?

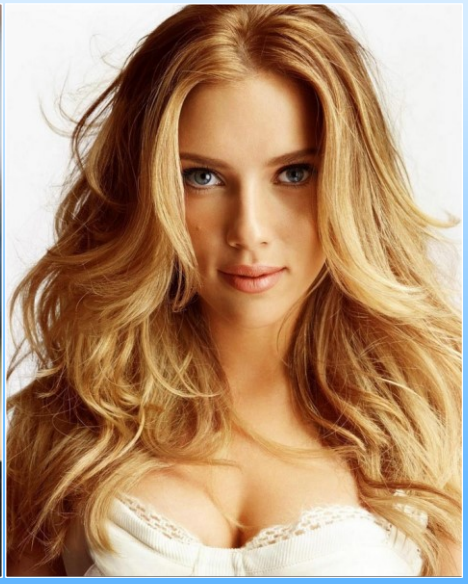
You can be smarter if you PLAN before doing things. Sometimes people say, "Look before you leap," "Plan your work and work your plan," or "Stop and think." These sayings are about using the ability to plan. When you stop and think about *how* to study, you are using your ability to plan.

You will be able to do more if you remember to use a plan. An easy way to remember to use a plan is to look at the picture "Think smart and use a plan!" (Figure 1). You should always use a plan for reading, vocabulary, spelling, writing, math problem solving, and science.

Do you have a favorite plan for learning spelling words? Do you use flashcards or go on the Internet to learn? Do you ask the teacher or another student for help? You can learn more by using a plan for studying that works best for you.

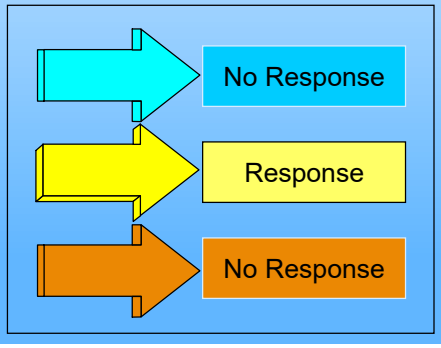


It is smart to have a plan for doing all schoolwork. When you read, you should have a plan. One plan is to look at the questions you have to answer about the story first. Then read the story to find the answers. Another plan is to make a picture of what you read so that you can see all the parts of the story. When you write you should also have a plan. Students who are good at writing plan and organize their thoughts first. Then they think about what they are doing as they write. Using a plan is a good way to be smarter about your work!



PASS Theory

- **Attention** is a neurocognitive ability that a person uses to selectively attend to some stimuli and ignore others
  - selective attention
  - focused cognitive activity over time
  - resistance to distraction



Attention Test Instructions:
You will see words like

RED

Your task: say the COLOR (green) not the word (red)

RED	BLUE	GREEN	YELLOW
YELLOW	GREEN	RED	BLUE
RED	YELLOW	YELLOW	GREEN
BLUE	GREEN	RED	BLUE
GREEN	YELLOW	RED	YELLOW

READY ?

BLUE!

Expressive Attention - Italiano

ROSSO	BLU	VERDE	GIALLO
GIALLO	VERDE	ROSSO	BLU
ROSSO	GIALLO	GIALLO	VERDE
BLU	VERDE	ROSSO	ROSSO
VERDE	GIALLO	BLU	GIALLO

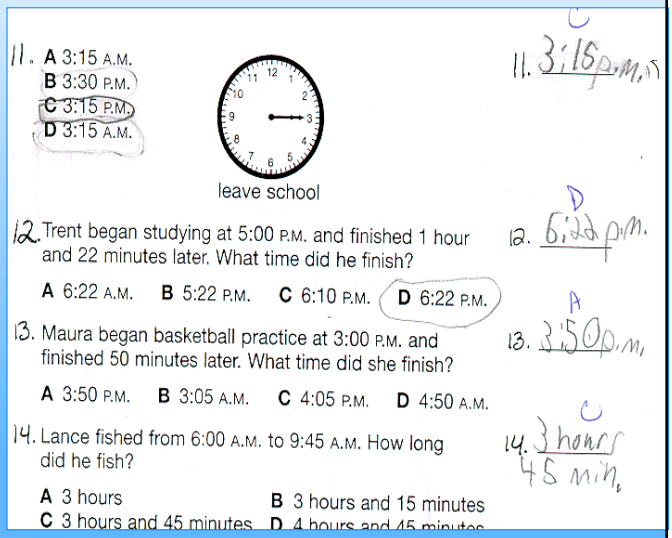
Expressive Attention – Korean CAS

- The child says the color not the word

노랑	초록	빨강	파랑
빨강	노랑	노랑	초록
초록	파랑	초록	빨강
초록	노랑	빨강	노랑
빨강	파랑	빨강	초록

Attention

This sheet has a strong Attention demands because of the similarity of the options



11. A 3:15 A.M.
B 3:30 P.M.
C 3:15 P.M.
D 3:15 A.M.

leave school

12. Trent began studying at 5:00 P.M. and finished 1 hour and 22 minutes later. What time did he finish?

A 6:22 A.M. B 5:22 P.M. C 6:10 P.M. D 6:22 P.M.

13. Maura began basketball practice at 3:00 P.M. and finished 50 minutes later. What time did she finish?

A 3:50 P.M. B 3:05 A.M. C 4:05 P.M. D 4:50 A.M.

14. Lance fished from 6:00 A.M. to 9:45 A.M. How long did he fish?

A 3 hours B 3 hours and 15 minutes
C 3 hours and 45 minutes D 4 hours and 45 minutes

11. C 3:15 p.m.
12. D 6:22 p.m.
13. A 3:50 p.m.
14. C 3 hours 45 min.

Efintheclassroom.net Attention Lesson

- Start by making students aware of what attention is …
- View Attention video from Apollo Robbins
- Then provide Discussion
  - What did you learn from this video?
  - How can you attend better?
  - How can you resist distractions better?
- Then an Assignment – Make a list of times when you did well, and not so well, paying attention, noticing details, and resisting distractions.

Efintheclassroom.net
Attention Lesson

Sustained Attention Lesson

Phrase of the week: Where is your focus?

Video: http://www.youtube.com/watch?v=jKCT-simmBo&noredirect=1

Q1: Why do you think you were tricked by this video?

Q2: How do you decide what to pay attention to, and what not to, in this class?

Q3: What are you biggest distractions in class? What will you have the hardest time ignoring?

Hand out Learning Logs:

Students go to SA section and create a list they (or the class as a whole) will try to ignore this week.

Attention Lesson

OK

Time to Think and Talk

START

4 minutes left

- **Task:**
- Why do you think you were tricked by this video?
- How do you decide what to pay attention to, and what not to, in this class?
- What are you biggest distractions in class?
- What will you have the hardest time ignoring?
- Your own questions and thoughts..

EF ability and the brain

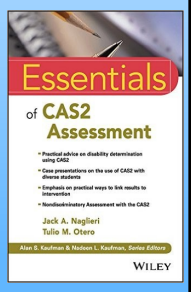
- Planning and Attention = Executive Function
- CAS2 yields an Executive Function Scale
- A low score on the CAS2 EF (or the Planning/Attention scales) would qualify as "a disorder in one or more basic psychological processes" which is the criteria for SLD eligibility determination
- That means EF can be viewed as a SLD

SLD Definition

- "Specific learning disability" a disorder in one or more of the basic psychological processes which manifests as academic failure in specific areas…
- Executive function IS a basic psychological process and therefore a weakness on the CAS2 EF (or Planning Attention) scales could support SLD eligibility

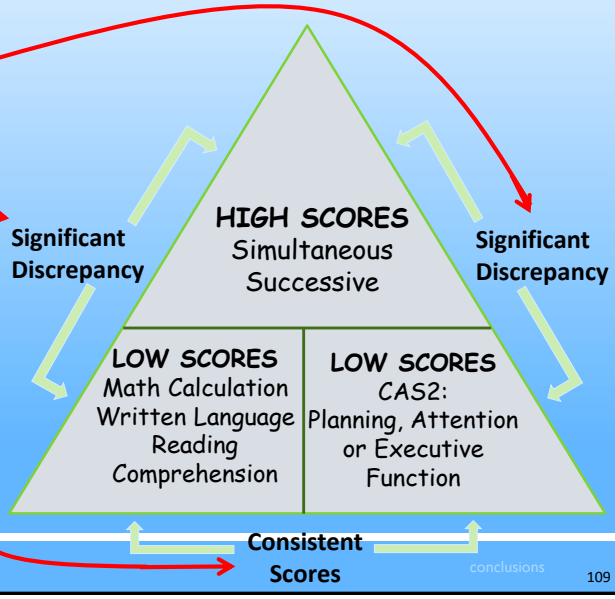
Discrepancy/Consistency Method

- An EF disorder can be used to identify a Pattern of Strengths and Weaknesses PSW using the Discrepancy/Consistency Method (Naglieri & Otero, 2017)
  - Low EF (Planning Attention)
  - High Scores (Simultaneous Successive)
  - Low academic test scores



Discrepancy Consistency Method

- **Discrepancy** between high and low processing scores
- **Discrepancy** between high processing and low achievement
- **Consistency** between low processing and low achievement

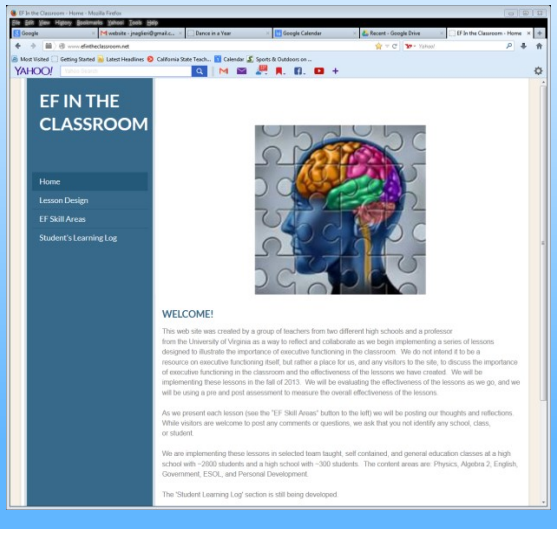


EF as a Specific Learning Disability

- Once a student has been identified as having a disability in EF, then interventions that are designed to improve functioning are needed
  - Direct instruction of strategies takes the EF out of learning
  - Give responsibility for developing and selecting strategies to the student

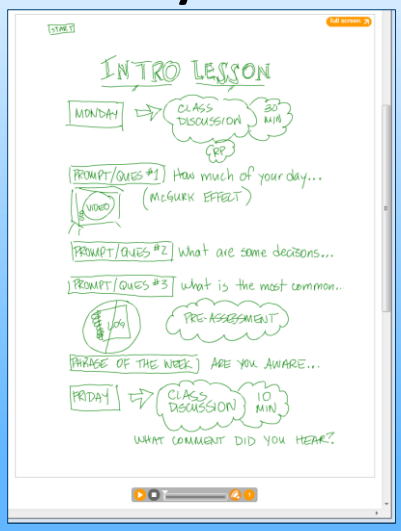
www.efintheclassroom.net

- Start with Awareness of thinking about thinking



Introductory Lesson: "Are you Aware"

- Ask for volunteers to NOT look at the video and report what word they hear

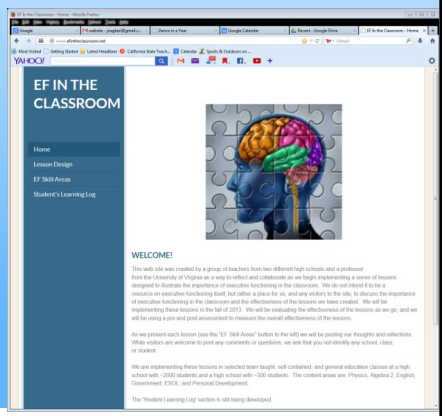


Introductory Lesson: "Are you Aware"

Other Lessons from www.efintheclassroom.net

www.Efintheclassroom.net

Research support?



www.efintheclassroom.net

Planning Lesson

Phrase of the week: What is your plan?

http://www.youtube.com/watch?v=bQLCZOG202k

1. What had to happen so that the people could dance together in this video?
2. What are the parts of a good plan?
3. How do you know if a plan is any good?
4. What should you do if a plan isn't working?
5. How do we use planning in this class?

Go to student learning log and create a plan for the week.

Planning

Teaching Students About Planning

How Learning Depends on Planning Ability

The purpose of education is certainly to provide students with knowledge and skills, but researchers have found that children also need to learn how to learn. To achieve that goal, we must teach students to evaluate, apply solutions, self-monitor, and self-correct—in short, to plan their work and use plans to solve all types of problems. When we teach our students to become strategic, self-reliant, reflective, and flexible learners, we are teaching use of a method called *Cognitive Strategy Instruction* (Scheid, 1993), and this is an effective method.

When reading, and especially when obtaining meaning from text, the student must plan an approach to examining the information that is provided. This involves applying strategies to separate the important from the less important part of the text, concentrate on the details, self-monitor, and self-correct as needed. Students who are good at writing organize their goals before beginning and reflect and revise during and following production of the text. When doing math, students who are successful evaluate the problem, choose which method to use to solve it, evaluate the success of that method, change methods if necessary, and check the final answer carefully. This is also sometimes referred to as metacognition, problem solving, strategic behavior, or a self-reliant learning style. When we use cognitive strategy instruction, we are teaching students to think about what they are doing so that they can be more successful.

Importantly, these descriptions of how to learn, and the cognitive strategy instruction approach in general, are descriptions of the behaviors associated with the cognitive processing ability called *Planning* in this book (see the Planning Explained handout, p. 55). In order to help students be more successful, we must teach them to be more planful.

How to Teach Planning

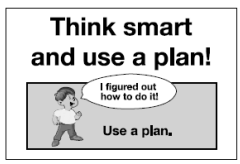


Figure 1. A drawing that helps students remember to use a plan.

The first step in teaching children to become strategic, self-reliant, reflective, and flexible learners is to tell them what a plan is and give them an easy way to remember to use a plan. In Figure 1 (which also appears in the PASS poster on the CD), we provide a fast and simple message: "Think smart and use a plan!" We should provide cognitive strategies in specific academic areas, such as decoding, reading comprehension, vocabulary, spelling, writing, math problem solving, science, and so forth, so that we

Planning

Planning Facilitation for Math Calculation

Math calculation is a complex activity that involves recalling basic math facts, following procedures, working carefully, and checking one's work. Math calculation requires a careful (i.e., planful) approach to follow all of the necessary steps. Children who are good at math calculation can move on to more difficult math concepts and problem solving with greater ease than those who are having problems in this area. For children who have trouble with math calculation, a technique that helps them approach the task planfully is likely to be useful. Planning facilitation is such a technique.

Planning facilitation helps students develop useful strategies to carefully complete math problems through discussion and shared discovery. It encourages students to think about how they solve problems, rather than just think about whether their answers are correct. This helps them develop careful ways of doing math.

How to Teach Planning Facilitation

Planning facilitation is provided in three 10-minute time periods: 1) 10 minutes of math, 2) 10 minutes of discussion, and 3) 10 more minutes of math. These steps can be described in more detail:

Step 1: The teacher should provide math worksheets for the students to complete in the first 10-minute session. This gives the children exposure to the problems and ways to solve them. The teacher gives each child a worksheet and says, "Here is a math worksheet for you to do. Please try to get as many of the problems correct as you can. You will have 10 minutes." Slight variations on this instruction are okay, but do not give any additional information.

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SAGE

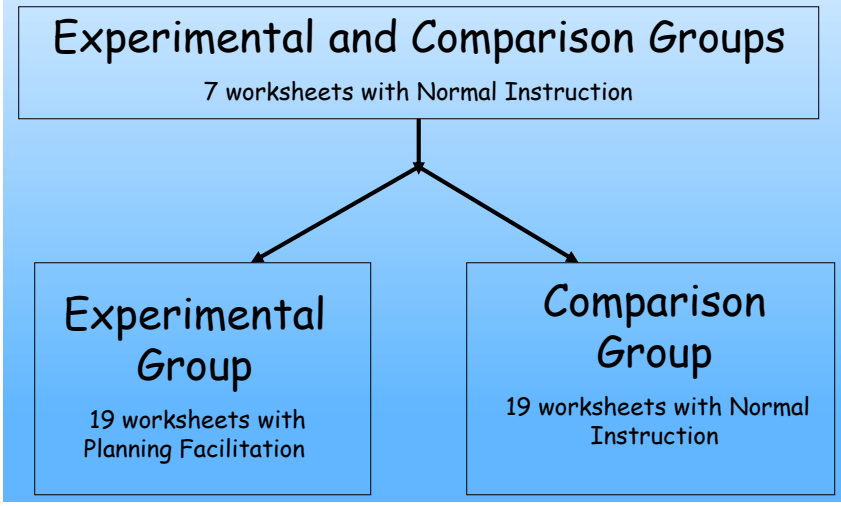
A Cognitive Strategy Instruction to Improve Math Calculation for Children With ADHD and LD: A Randomized Controlled Study

Jackie S. Iseman[1] and Jack A. Naglieri[1]

Abstract

The authors examined the effectiveness of cognitive strategy instruction (
Successive) given by special education teachers to students with ADHD
experimental group were exposed to a brief cognitive strategy instructi
development and application of effective planning for mathematical comp
standard math instruction. Standardized tests of cognitive processes a
students completed math worksheets throughout the experimental ph
Johnson Tests of Achievement, Third Edition, Math Fluency and *Wechsle*
Numerical Operations) were administered pre- and postintervention, a
follow-up. Large pre–post effect sizes were found for students in the exp
math worksheets (0.85 and 0.26), Math Fluency (1.17 and 0.09), and Nu
At 1 year follow-up, the experimental group continued to outperform t
students with ADHD evidenced greater improvement in math worksh
(which measured the skill of generalizing learned strategies to other sin
when provided the PASS-based cognitive strategy instruction.

Design of the Study



Instructional Sessions

- Math lessons were organized into "instructional sessions" delivered over 13 consecutive days
- Each instructional session was 30-40 minutes
- Each instructional session was comprised of three segments as shown below

10 minutes	10-20 minutes	10 minutes
10 minute math worksheet	Planning Facilitation or Normal Instruction	10 minute math worksheet

Normal Instruction and Planning Facilitation Sessions

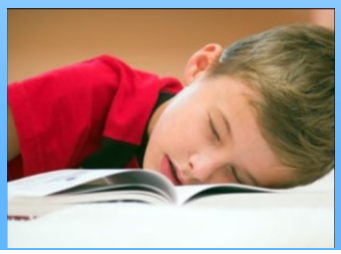
- Normal Instruction
  - 10 minute math worksheet
  - 10 - 20 of math instruction
  - 10 minute math worksheet
- Planning Facilitation
  - 10 minute math worksheet
  - 10 minutes of planning facilitation
  - 10 minute math worksheet

Planning Strategy Instruction

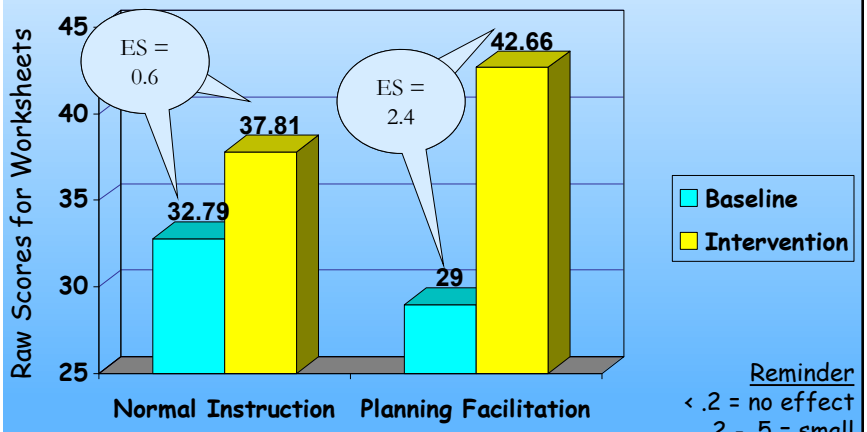
- Teachers facilitated discussions to help students become more self-reflective about use of strategies
- Teachers asked questions like:
  - What was your goal?
  - Where did you start the worksheet?
  - What strategies did you use?
  - How did the strategy help you reach your goal?
  - What will you do again next time?
  - What other strategies will you use next time?

Student Plans

- "My goal was to do all of the easy problems on every page first, then do the others."
- "I do the problems I know, then I check my work."
- "I do them (the algebra) by figuring out what I can put in for X to make the problem work."
- "I did all the problems in the brain-dead zone first."
- "I try not to fall asleep."

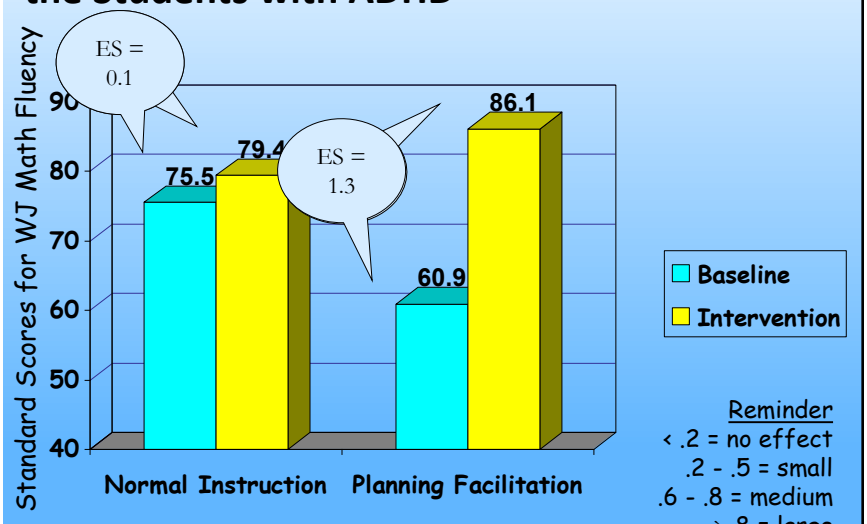


Worksheet Means and Effect Sizes for the Students with ADHD



Reminder
< .2 = no effect
.2 - .5 = small
.6 - .8 = medium
> .8 = large

WJ Math Fluency Means and Effect Sizes for the Students with ADHD



Reminder
< .2 = no effect
.2 - .5 = small
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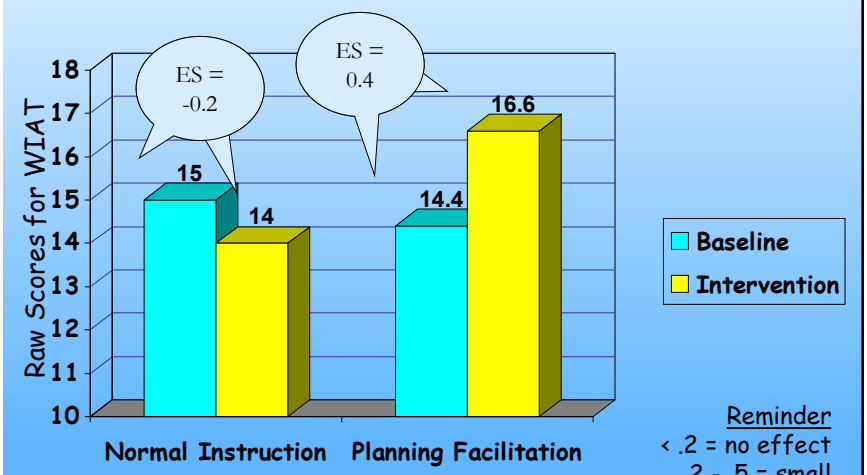
WIAT Numerical Operation Means and Effect Sizes for Students with ADHD



Reminder
< .2 = no effect
.2 - .5 = small
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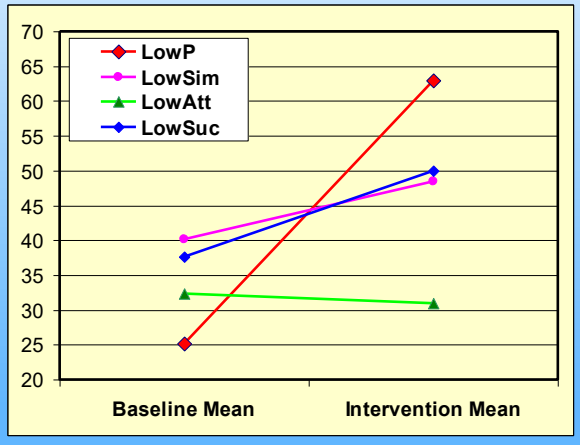
> .8 = large

Iseman (2005)

- Baseline Intervention means by PASS profile
- Different response to the same intervention



One Year Follow-up

At 1-year follow-up, 27 of the students were retested on the WJ-III ACH Math Fluency subtest as part of the school's typical yearly evaluation of students. This group included 14 students from the comparison group and 13 students from the experimental group. The results indicated that the improvement of students in the experimental group ($M = 16.08$, $SD = 19$, $d = 0.85$) was significantly greater than the improvement of students in the comparison group ($M = 3.21$, $SD = 18.21$, $d = 0.09$).

Instructional Implications

- Planning Strategy Instruction is easily implemented in the classroom and can be used to improve Executive Functioning
- The method yields substantial results within a minimal of time (10 half-hour sessions over 10 days)
- Planning Strategy Instruction can be applied in math as well as other content areas (e.g., reading comprehension)

EF and Reading Comprehension

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PLANNING FACILITATION AND READING COMPREHENSION: INSTRUCTIONAL RELEVANCE OF THE PASS THEORY

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The purpose of this study was to evaluate whether instruction designed to facilitate planning would have differential benefit on reading comprehension depending on the specific Planning, Attention, Simultaneous, and Successive (PASS) cognitive characteristics of each child. A sample of 45 fourth-grade general education children was sorted into three groups based on each PASS scale profile from the Cognitive Assessment System instructional level was determined, a cognitive strategy instruction intervention was conducted. The children completed a reading comprehension posttest at their respective instructional levels after the intervention. Results showed that children with a Planning weakness ($n = 13$) benefited substantially (effect size of 1.52) from the instruction designed to facilitate planning. Children with no weakness ($n = 21$; effect size = .52) or a

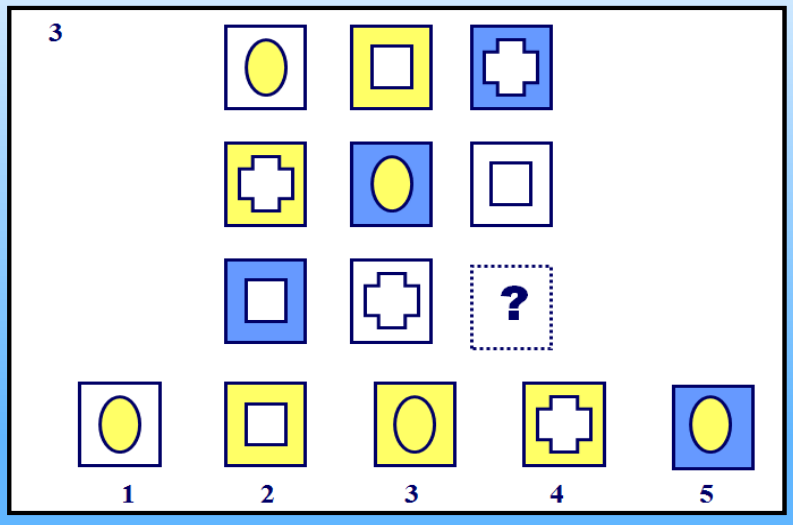
EF ability and the brain

- Planning and Attention have been included in conceptualizations of Executive Function
- The next two abilities are **not** related to EF
  - We will see what they are and …
  - See how we can improve performance when these abilities are required by using EF (strategies) to improve performance

PASS Theory

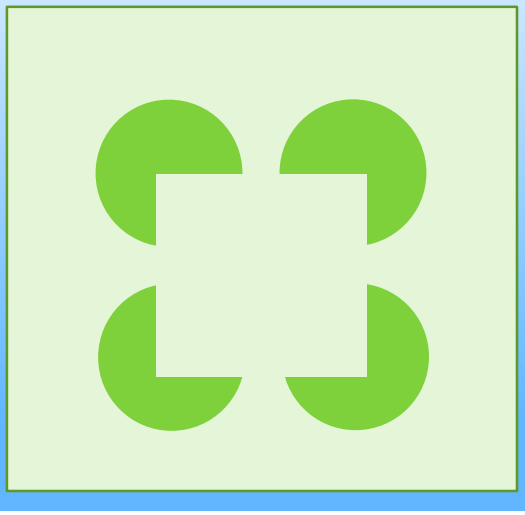
- **Simultaneous** is a neurocognitive ability a person uses to integrate stimuli into groups
  - Parts are seen as a whole
  - Each piece of information is related to others
  - Visual spatial tasks like blocks and puzzles on the Wechsler Nonverbal Scale
  - KABC Simultaneous Scale

Progressive Matrices

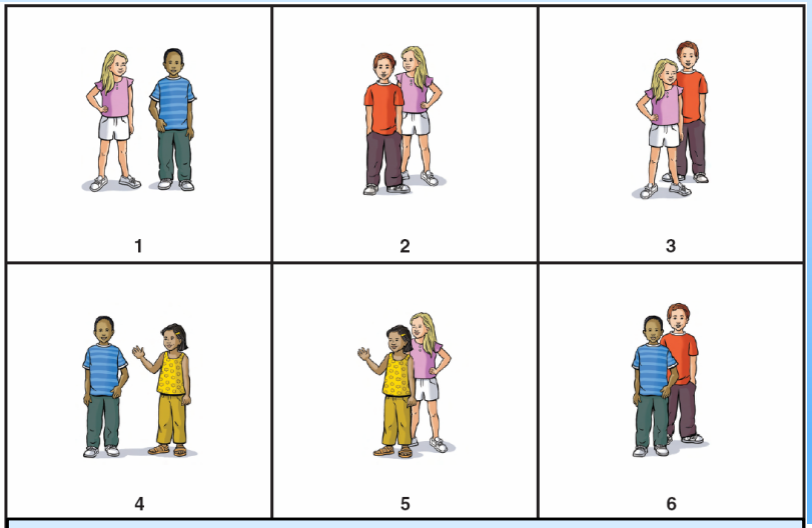


PASS Theory

- **Simultaneous** processing is what Gestalt psychology was based on
- Seeing the whole



Verbal-Spatial Relations



Which picture shows a boy behind a girl?

Use EF to manage low Simultaneous

- How do you help a child with low simultaneous ability?
- Teach students to USE STRATEGIES
- What kinds of strategies could you use for tasks that require seeing the whole?

Use EF

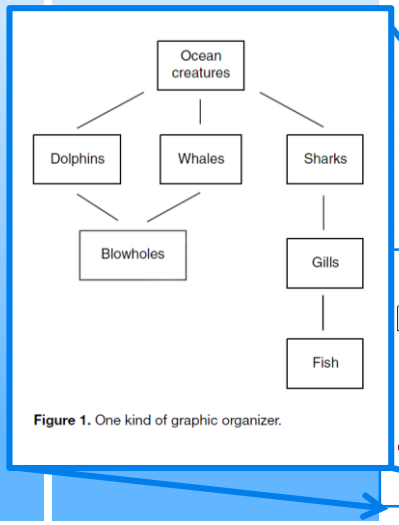


Figure 1. One kind of graphic organizer.

Graphic Organizers for Connecting and Remembering Information

Remembering and relating information is a common part of learning and daily life. Students are often expected to learn large amounts of new and unfamiliar information. Learning facts requires the student to see how information is connected or related. Students often remember this information better if they see it graphically and understand how it relates to knowledge they already have. Graphic organizers are designed to help students (and teachers) present and organize information so it is easier to understand and remember.

Graphic Organizers

New information is better remembered if it is connected to information the students already know. Graphic organizers are visual representations of information that shows the links of new information to other new and existing information. This makes the new information easier to understand and learn. Furthermore, the visual nature of graphic organizers and the links they make help students understand the connections between information parts. For example, a graphic organizer might be used to teach young children about different animals. A child learning about different kinds of animals might already know what a fish is. This knowledge can be used to graphically organize whales, sharks, and dolphins. They all live underwater, but sharks have gills and are fish. (Whales and dolphins have blowholes and breathe air, so they are not fish.) Figure 1 represents one way to map this graphically.

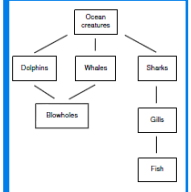


Figure 1. One kind of graphic organizer.

Another type of graphic organizer is a Venn diagram, which uses circles to demonstrate how concepts are related. Figure 2 shows the same information as Figure 1, but in the form of a Venn diagram.

How to Teach Graphic Organizers

Graphic organizers are fairly simple to create. They need not be reserved for factual information. They can be used for activities such as exploring creative concepts, organizing writing, and developing language skills. The following four steps can be used to create a graphic organizer:

1. Select information that you need to present to the child (which may be from a story, a chapter, or any concept).
2. Determine the key components that are necessary for the child to learn.

Venn Diagram

Graphic Organizers for Connecting and Remembering Information *(continued)*

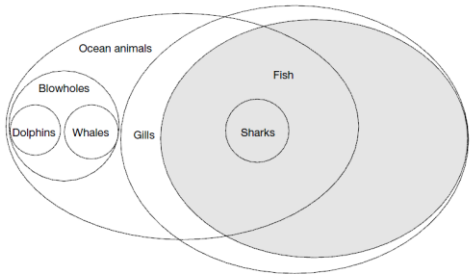
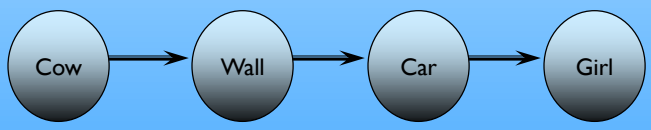


Figure 2. A Venn diagram used as a graphic organizer.

3. Create the graphic representation of the information. The illustration should include the key concepts, concepts the child already knows, and the linkages between the concepts.
4. Present the organizer to the child and discuss it to be sure he or she understands the information and sees the connections.

Successive Processing Ability

- **Successive** processing is a basic cognitive ability which we use to manage stimuli in a specific serial order
  - Stimuli form a chain-like progression
  - Stimuli are not inter-related



Sentence Questions (Ages 8-17)

- The child answers a question read by the examiner

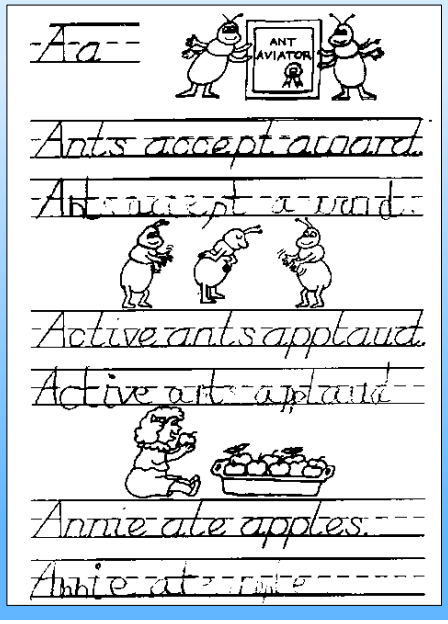
1. The blue is yellow. Who is yellow?

10. The red greened the blue with a yellow. Who used the yellow?

20. The red blues a yellow green of pinks, that are brown in the purple, and then grays the tan. What does the red do first?

Successive

The sequence of the sounds is emphasized in this work sheet

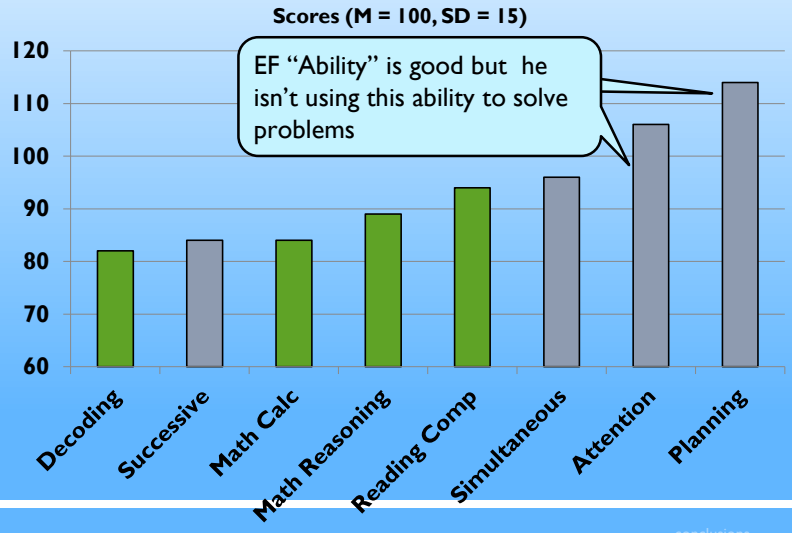


Ben's Problem with Successive Processing

Ben was an energetic but frustrated third-grade student who liked his teachers, was popular with his peers, and fit in well socially at school. However, Ben said he did not like school at all, particularly schoolwork. Ben was good at turning in all of his work on time, and he worked hard, but he earned poor grades. He appeared to be getting more and more frustrated at school.

In general, Ben struggled to perform well because he had a lot of trouble following directions that were not written down, his writing often did not make sense, and he did not appear to comprehend what he read. Ben's teachers noticed that when directions for assignments and projects were given orally in class, he often only finished part of the task. Ben's teacher described an assignment in which students had to collect insects, label them, organize them into a collection, and then give a brief presentation about each insect. Unlike any other student, Ben chose to make the labels for the insects first and then go look for the insects. He found only a few of the insects he had made labels for, and when he put them in the collection, they were not in the order that had been specified. He also had trouble with the spelling of the scientific names of the insects and made many errors in the sequence of letters in the words.

Ben's Problem with Successive processing Ability



Case of Ben

- Planning = Strength
- Successive = Weakness and it is < 85; so it can be considered a 'disorder in basic psychological processes'

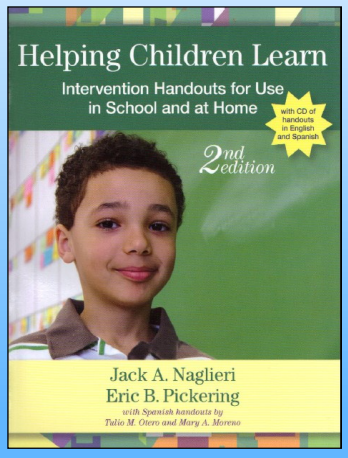
		Diff
Planning	114	14
Attention	106	6
Simultaneous	96	-4
Successive	84	-16
PASS Mean	100	

Ben's Problem with Successive Ability

- Ben has difficulty whenever ANY task requires sequencing
  - Academic or ability tests
  - Visual or auditory tests
  - Math or spelling or reading
  - Tasks that require memory of sequences
- How do we help him learn better?

Teach Children about their Abilities

- Helping Children Learn Intervention Handouts for Use in School and at Home, *Second Edition*
  By Jack A. Naglieri, Ph.D., & Eric B. Pickering, Ph.D.,
- Spanish handouts by Tulio Otero, Ph.D., & Mary Moreno, Ph.D.



Use EF with Sequencing Tasks

How Can You Be Smarter?

You can be smarter if you PLAN before doing things. Sometimes people say, "Look before you leap," "Plan your work and work your plan," or "Stop and think." These sayings are about using the ability to plan. When you stop and think about *how* to study, you are using your ability to plan.

You will be able to do more if you remember to use a plan. An easy way to remember to use a plan is to look at the picture "Think smart and use a plan!" (Figure 1). You should always use a plan for reading, vocabulary, spelling, writing, math problem solving, and science.

Do you have a favorite plan for learning spelling words? Do you use flashcards or go on the Internet to learn? Do you ask the teacher or another student for help? You can learn more by using a plan for studying that works best for you.

It is smart to have a plan for doing all schoolwork. When you read, you should have a plan. One plan is to look at the questions you have to answer about the story first. Then read the story to find the answers. Another plan is to make a picture of what you read so that you can see all the parts of the story. When you write you should also have a plan. Students who are good at writing plan and organize their thoughts first. Then they think about what they are doing as they write. Using a plan is a good way to be smarter about your work!

Ben's Problem with Successive Ability

- Teach him to use his strength in Planning

How to Be Smart: Planning

When we say people are smart, we usually mean that they know a lot of information. But being smart also means that someone has a lot of ability to learn new things. Being smart at learning new things includes knowing and using your *thinking abilities*. There are ways you can use your abilities *better* when you are learning.

What Does Being Smart Mean?

One ability that is very important is called *Planning*. The ability to *plan* helps you figure out *how to do things*. When you don't know how to solve a problem, using Planning ability will help you figure out how to do it. This ability also helps you control what you think and do. It helps you to stop before doing something you shouldn't do. Planning ability is what helps you wait until the time is right to act. It also helps you make good decisions about what to say and what to do.

Ben's Problem with Successive Ability

- Teach him to recognize sequences

How to Teach Successive Processing Ability

1. Teach children that most information is presented in a specific sequence so that it makes sense.
2. Encourage children by asking, "Can you see the sequence of events here?" or "Did you see how all of this is organized into a sequence that must be followed?"
3. Remind the students to think of how information is sequenced in different content areas, such as reading, spelling, and arithmetic, as well as in sports, playing an instrument, driving a car, and so forth.
4. Teach children that the sequence of information is critical for success.
5. Remind students that seeing the sequence requires careful examination of the serial relationships among the parts.

Ben's Problem with Successive Ability

- Teach him to use strategies

Chunking for Reading/Decoding

Readir
stand
quenc
more
easily
units f

How

Teache
be rem

Plan

Look at
Find the
Sound

Segmenting Words for Reading/Decoding and Spelling

Decoding a written word requires the person to make sense out of printed letters to translate letter sequences into sounds. This demands understanding the sounc represent and how letters work together to make sounds. Sometimes words can into parts for easier and faster reading. The word *into* is a good example because words that a child may already know: *in* and *to*. Segmenting words can be a help reading as well as spelling.

How to Teach Segmenting Words

Segmenting words is an effective strategy to help students read and spell. By divi

Take Away Messages

- CAS Planning and Attention scores tell about Executive Function
  - So CAS *includes* EF as a critical part of ability (aka intelligence)
- Traditional IQ tests do not measure Executive Function
  - So EF is the important ability missed when you look at an IQ score

Presentation Outline

- Comprehensive Model of EF
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  - Definitions of Executive Function
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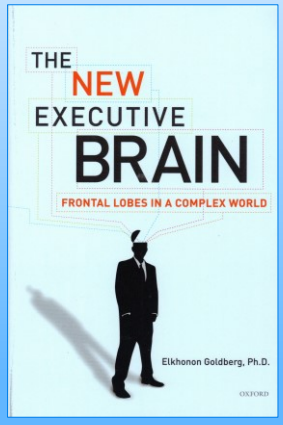
- **Think Smart!** -- EF Skills in the Classroom
  - More lesson plans for improving components of EF
- Conclusions

Phineas had Social Emotional deficit

- Phineas had profound social emotional problems after his injury to the frontal lobes
- Phineas is
  - insulting
  - impulsively say things
  - uses vulgar language
  - can't manage his emotions
  - inconsistent in social situations
  - doesn't recognize he is offensive
  - looses control in interactions with others

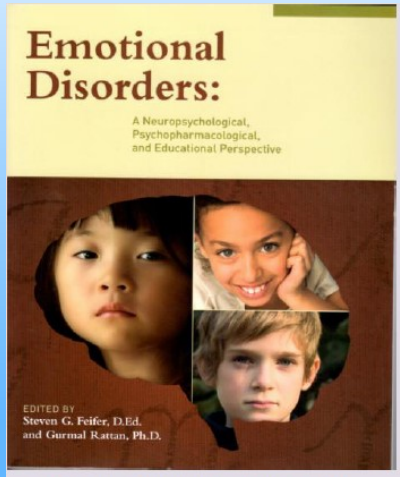
Frontal Lobes and Emotion

- Goldberg (2011, p 116-117)
  - the "emphasis in the classic studies of frontal lobe syndromes was on cognition [intelligence] rather than on affect [social emotional]"
  - 'very few researchers have attempted to merge cognitive and emotional aspects of frontal lobe dysfunction'



Feiffer & Rattan (2009)

- Provide a collection of paper on the relationship between EF and Emotional Disorders
- See Feifer@comcast.net



www.schoolneuropsychpress.com

Feiffer & Rattan (2009) on EF and Frontal Lobes

The Cerebral Orchestra of Emotions: Cortical Regions

(1) Orbitofrontal cortex - region of the brain responsible for ascribing an emotional valence or value judgment to another's feelings. Often triggers an automatic social skills response (Rolls, 2004).

- Has rich interconnections with the limbic system by way of the *uncinate fasciculus*.
- Responsible for ***emotional executive functioning***.
- Self-regulation of behavior….. highest levels of emotional decision making dictated by this brain reg

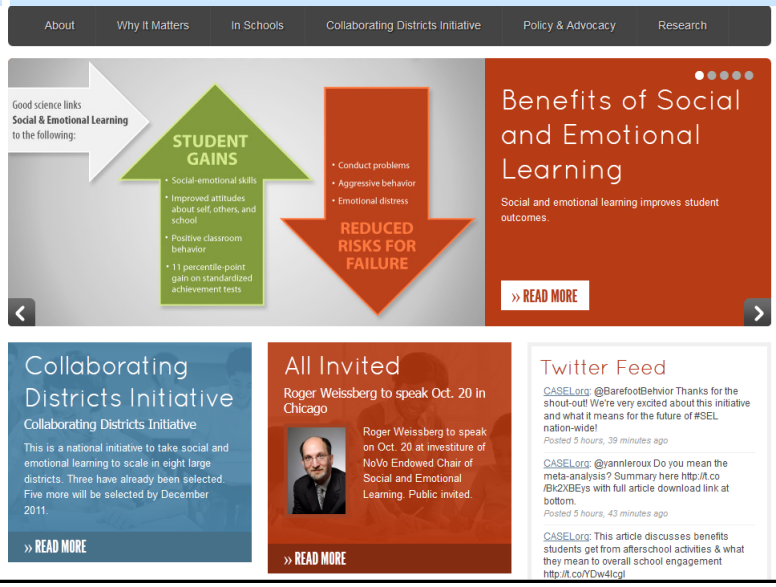
The Cerebral Orchestra of Emotions: Cortical Regions

(2) Ventrolateral prefrontal cortex – responsible for ***response inhibition*** and ***emotional regulation.***

- Has rich interconnections with the limbic system.
- Also involved with ***emotional executive functioning.***
- Situated adjacent to orbitofrontal cortex and involved in the ability to take another's perspective on an emotional event (***theory of mind***).

Social Emotional Skills: From Conceptual to Assessment to Instruction

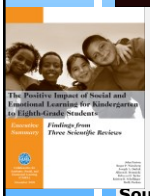
www.casel.org



Skills for Social and Academic Success

Research Links SEL to Higher Success

- 23% gain in SE skills
- 9% gain in attitudes about self/others/school
- 9% gain in pro-social behavior
- 11% gain on academic performance via standardized tests (math and reading)



And Reduced Risks for Failure

- 9% difference in problem behaviors
- 10% difference in emotional distress

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventio *Child Development, 82,* 405-432.

conclusions

CASEL and DESSA Scales

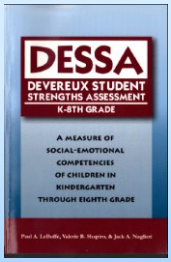
1. **Self-awareness**—being able to ac and strengths; maintaining a well
2. **Self-management**—being able to control impulses, and persevere progress toward personal and ac
3. **Social awareness**—being able to others; recognizing and appreciat differences; recognizing and usin
4. **Relationship skills**—being able t relationships based on cooperati preventing, managing, and resolv needed
5. **Responsible decision-making**—b consideration of reason, ethical for self and others, and likely con making skills to academic and so one's school and community.[1]

Social Emotional Composite

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Decision Making
- Goal Directed Behavior
- Personal Responsibility
- Optimistic Thinking

conclusions 160

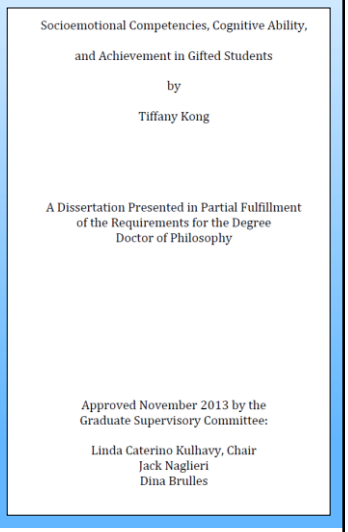
The DESSA



- Based on resilience theory & SEL principles described by CASEL
  - social-emotional strengths and needs for K-8th grade
  - 72 items and 8 scales
  - Completed by parents, teachers, and/or after-school / community program staff
  - Takes 15 minutes to complete
  - On-line administration, scoring and reporting available

Kong (2013): IQ, SEL & Achievement

- Tiffany Kong studied CogAT, DESSA, and achievement scores for 276 elementary students grades K-8
- All gifted based on scores on verbal, quantitative, or nonverbal test scores at least 97th percentile



Socioemotional Competencies, Cognitive Ability,

and Achievement in Gifted Students

by

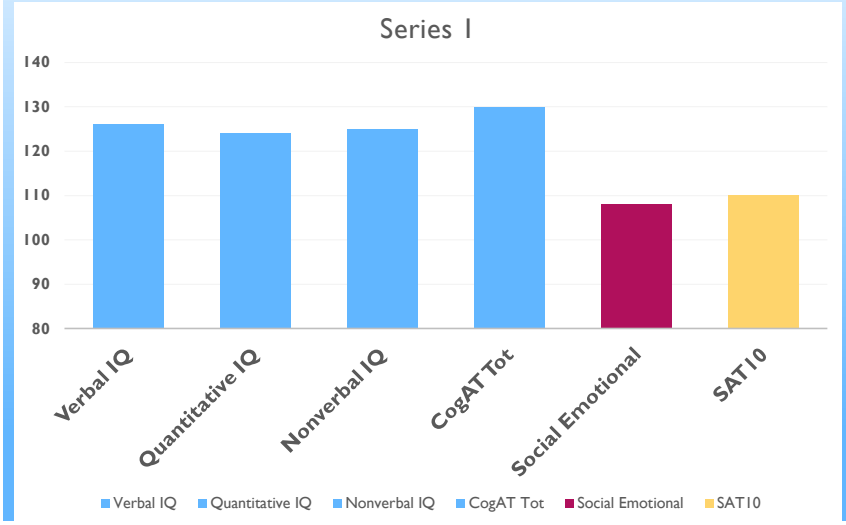
Tiffany Kong

A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

Approved November 2013 by the
Graduate Supervisory Committee:

Linda Caterino Kulhavy, Chair
Jack Naglieri
Dina Brulles

Ability, Social Emotional & Skills



Kong (2013): IQ, SEL & Achievement

- DESSA Total correlated .44 and CogAT Total correlated .36 with Total Achievement (reading, math, language)
  - A clearer picture of the relationships between IQ (CogAT) and SEL (DESSA) with achievement was obtained from hierarchical regression analysis…

Kong (2013) SEL Predicts Beyond IQ (p. 44)

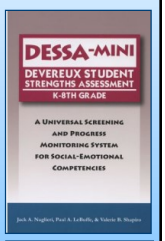
DESSA predicted reading, language and math scores over IQ (CogAt) scores

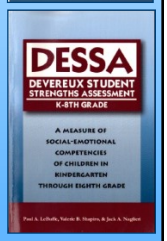
Relations between Cognitive Ability, Socioemotional Competency, and Achievement Variables

Hierarchical regression analyses were conducted to determine which scales and subtests predicted the most variance in the dependent achievement variables. Composite CogAT scores were not found to significantly predict composite achievement, $R^2\Delta = .03$, $F(1, 121) = 3.27$, $p > .05$, reading, language, or math scores over-and-above the DESSA Total scores (Table 11). On the other hand, the DESSA Total scores significantly predicted composite achievement, $R^2\Delta = .05$, $F(1, 121) = 6.99$, $p < .05$; language scores, $R^2\Delta = .03$, $F(1, 121) = 4.26$, $p < .05$; and math scores, $R^2\Delta = .05$, $F(1, 121) = 6.09$, $p < .05$, over-and-above the composite CogAT scores.

The DESSA Comprehensive System

- Universal screening with an 8-item, strength-based behavior rating scale, the *DESSA-mini* for universal screening and ongoing progress monitoring
- 72-item *DESSA* to find specific areas of need





Paul LeBuffe & Valerie Shapiro

http://www.centerforresilientchildren.org/

Interventions for DESSA

Take Away Messages

- Social Emotional Skills are the result of EF and what the person has learned in all aspects of the environment
- Children CAN BE TAUGHT good, or bad, social emotional skills

Putting Together the Multiple Dimensions of EF

Dimensions of EF

- Executive Function is the foundational *brain-based ability* that is seen in the *behavior* of students, their *social-emotional* competence and *academic and job success*.

General Behaviors	Social-Emotional Skills	Academic and job skills
Neurocognitive Ability we call EF 		

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Comprehensive EF Evaluation

- IF a person has frontal lobe dysfunction:
  1. Low EF **ability** (e.g., CAS2 EF scale)
  2. Low on **general behavior** (rating scale of EF)
  3. Low on specific **social-emotional behavior** rating scale (i.e., protective factors related to resilience)
  4. Low on **specific academic** tasks
- IF there any or all of #2-4 are low but #1 is normal, then **not** EF failure…
  - environmental explanation is best

conclusions 172

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Rating Scale of Impairment & EF

- EF and Impairment …

Definition of Impairment

- "Impairment is a reduced ability to meet the demands of life because of a psychological, physical, or cognitive condition" (Goldstein & Naglieri, 2016, p. 6).
- The American Psychiatric Association in the new DSM-5 (APA, 2013) emphasizes impairment over and above symptom presentation.
- World Health Organization's International Classification of Functioning, Disability and Health (WHO, 2001) also has guidelines for impairment.

Standardization

- RSI Normative Sample:
  - **2800** ratings
    - **800** ratings for each of the RSI (5-12 Years) Parent and Teacher forms
    - **600** ratings for each of the RSI (13-18 Years) Parent and Teacher forms
- Within **1% the 2010 U.S. Census** targets on:
  - Race/ethnicity,
  - Region,
  - PEL
- Includes 11.6%-11.8% of clinical cases

RSI Forms and Scores

RATING SCALE OF IMPAIRMENT (RSI)			
RSI (5–12 YEARS)		RSI (13–18 YEARS)	
PARENT FORM	TEACHER FORM	PARENT FORM	TEACHER FORM
Number of Items: 41 Reading Level: 5.8 Admin Time: 10 mins.	Number of Items: 29 Reading Level: 6.6 Admin Time: 5 mins.	Number of Items: 49 Reading Level: 5.9 Admin Time: 10 mins.	Number of Items: 29 Reading Level: 6.6 Admin Time: 5 mins.
RSI Scales School Social Mobility Domestic Family	**RSI Scales** School Social Mobility	**RSI Scales** School/Work Social Mobility Domestic Family Self-Care	**RSI Scales** School Social Mobility
TOTAL SCORE	TOTAL SCORE	TOTAL SCORE	TOTAL SCORE

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Factorial Support for RSI Scales

- Exploratory and confirmatory factor analyses confirm the RSI structure
  - 5 factors: School, Social, Mobility, Domestic, and Family for the RSI (5–12 Years) Parent Form
  - 6 factors: School/Work, Social, Mobility, Domestic, Family, and Self-Care) for the RSI (13–18 Years) Parent Form
  - 3 factors: School, Social, and Mobility) for the RSI (5–12 Years) and RSI (13–18 Years) Teacher Forms.

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Executive Function Behaviors, Intelligence, and Achievement test scores

EF and Achievement (Naglieri & Rojahn, 2004)

Journal of Educational Psychology
2004, Vol. 96, No. 1, 174–181

0022-0663/04/$12.00 DOI: 10.1037/0022-0663.96.1.174

Construct Validity of the PASS Theory and CAS: Correlations With Achievement

Jack A. Naglieri and Johannes Rojahn
George Mason University

The relationship among Planning, Attention, Simultaneous, and Successive (PASS) processing scores of the Cognitive Assessment System (CAS) and the Woodcock–Johnson Revised Tests of Achievement (WJ-R) were examined with a sample of 1,559 students aged 5–17 years. Participants were part of the CAS standardization sample and closely represented the U.S. population on a number of important demographic variables. Pearson product–moment correlation between CAS Full Scale and the WJ-R Skills cluster was .71 for the Standard and .70 for the Basic CAS Battery scores, providing evidence for the construct validity of the CAS. The CAS correlated with achievement as well if not better than tests of general intelligence. The amount of variance in the WJ-R scores the CAS accounted for increased with age between 5- to 13-year-olds. The 4 PASS scale scores cumulatively accounted for slightly more of the WJ-R variance than the CAS Full Scale score.

There are many ways in which the validity of a theory of cognitive ability may be evaluated. Psychologists often attempt to relate information about a child's cognitive characteristics to that child's academic performance. Because cognitive ability and academic achievement share a significant portion of the same con-

achievement. For instance, subtests like General Information are also included on individual achievement tests (e.g., the Peabody Individual Achievement Test—Revised; Markwardt, 1997). Similarly, the WISC-III Vocabulary and Similarities subtests require knowledge of words, which is also assessed by vocabulary or word

EF and Achievement (Naglieri & Rojahn, 2004)

- Correlation between Executive Function (Planning + Attention) and overall achievement (Skills Cluster) = **.51** (N = 1,559; $p < .001$)
- P&A added significantly to the prediction of achievement after Simultaneous and Successive scores were used in the regression equation

Table 3
Pearson Product–Moment Correlations Between the CAS Basic Battery and Standard Battery Full Scale Scores and the WJ-R Subscale and Cluster Scores (N = 1,559)

	CAS Standard Battery subtests			
Scale	Planning	Simultaneous	Successive	Attention
WJ-R subtests				
Letter-Word Identification	.47	.53	.49	.42
Passage Comprehension	.43	.50	.47	.39
Calculation	.50	.47	.36	.43
Applied Problems	.49	.60	.47	.44
Dictation	.50	.53	.49	.44
Word Attack	.41	.48	.44	.37
Reading Vocabulary	.42	.53	.50	.35
Quantitative Concepts	.51	.59	.49	.44
Proofing	.44	.48	.44	.40
WJ-R clusters				
Broad Reading	.48	.55	.50	.43
Basic Reading	.47	.54	.49	.42
Reading Comprehension	.44	.54	.50	.39
Broad Math	.54	.58	.45	.47
Basic Math	.55	.58	.46	.47
Math Reasoning	.49	.60	.47	.44
Basic Writing	.51	.55	.48	.45
Skills Cluster	.54	.62	.53	.48

Note. CAS = Cognitive Assessment System; WJ-R = Woodcock–Johnson Revised Tests of Achievement.

EF, WISC-IV, CAS, Achievement

- Data from Sam Goldstein's evaluation center in Salt Lake City, UT
- Children given the WISC-IV (N = 43), CAS (N = 62), and the WJIII achievement (N = 58) as part of the typical test battery

Table 8.26. Demographic Characteristics of the CAS, WISC-IV, and WJ III ACH Validity Samples

Demographic		Sample					
		CAS		WISC-IV		WJ III ACH	
		N	%	*N*	%	*N*	%
Gender	Male	38	61.3	29	67.4	36	62.1
	Female	24	38.7	14	32.6	22	37.9
Race/Ethnic Group	Hispanic	1	1.6	1	2.3	1	1.7
	Asian	2	3.2	2	4.7	2	3.4
	White	55	88.7	38	88.4	52	89.7
	Other	4	6.5	2	4.7	3	5.2
Parental Education Level	High school diploma or less	1	1.6	0	0.0	1	1.7
	Some college or associate's degree	21	33.9	12	27.9	18	31.0
	Bachelor's degree or higher	36	58.1	26	60.5	34	58.7
	Missing information	4	6.5	5	11.6	5	8.6
Diagnostic or Educational Group	ADHD	24	38.7	15	34.9	20	34.5
	Anxiety	15	24.2	9	20.9	14	24.1
	ASD	7	11.3	5	11.6	7	12.1
	LD	3	4.8	3	7.0	3	5.2
	Mood	4	6.5	3	7.0	5	8.6
	Other	9	4.8	8	4.6	9	5.1
Total		62	100.0	43	100.0	58	100.0
Age *M (SD)*		10.4 (2.9)		10.2 (2.6)		10.5 (2.7)	

Note. ADHD = Attention-Deficit/Hyperactivity Disorder; Anxiety = Anxiety Disorder; ASD = Autism Spectrum Disorder; LD = Learning Disorder; Mood = Mood Disorder.

EF Behaviors (CEFI) & CAS

	CAS				
	FS	Plan	Sim	Att	Suc
CEFI					
Full Scale	.45	.49	.43	.37	.32

	WISC-IV				
	FS	VC	PR	WM	PS
CEFI					
Full Scale	.39	.44	.27	.30	.34

	WJ-III Achievement Tests				
CEFI Scales	Total	Broad Reading	Broad Math	Broad Written Language	Median
Full Scale	.51	.48	.49	.47	.49

Take Away Messages

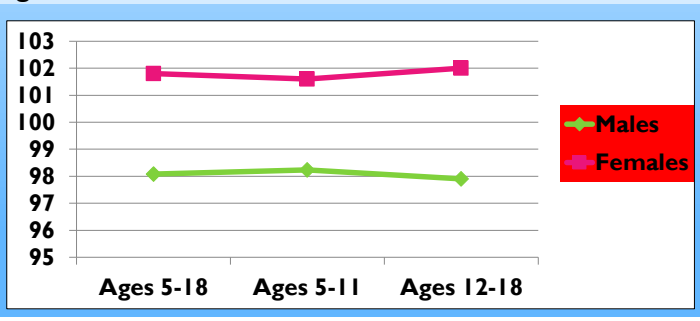
- EF behaviors are significantly correlated with scores from a nationally normed test of academic skills (WJ-III)
- EF behaviors are significantly correlated with all four PASS scales
- EF behaviors are mostly correlated with WISC-IV Verbal scale which requires a lot of knowledge

Sex Differences in Executive Function

CEFI Sex Differences: Parent Raters

- Girls are Smarter than Boys

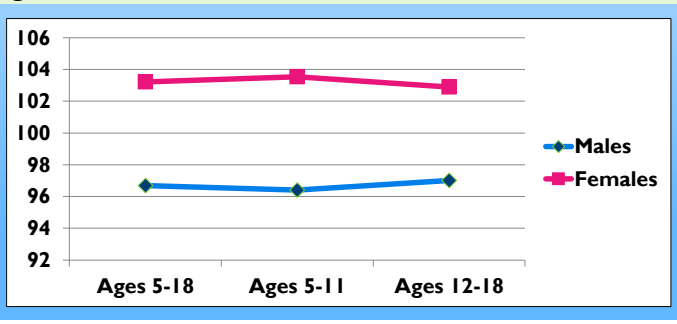
Parents	N	Mn	SD	N	Mn	SD	ES
Ages 5-18	700	**98.1**	14.9	699	**101.8**	15.0	**-0.25**
Ages 5-11	350	**98.2**	14.3	349	**101.6**	15.6	**-0.22**
Ages 12-18	350	**97.9**	15.4	350	**102.0**	14.4	**-0.28**



CEFI Sex Differences: Teacher Raters

- Girls are Smarter than Boys

Teachers	N	Mn	SD	N	Mn	SD	ES
Ages 5-18	700	**96.7**	14.4	700	**103.2**	15.0	**-0.44**
Ages 5-11	350	**96.4**	14.5	350	**103.5**	14.9	**-0.49**
Ages 12-18	350	**97.0**	14.4	350	**102.9**	15.0	**-0.40**



Sex Differences: Ability

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Gender Differences in Planning, Attention, Simultaneous, and Successive (PASS) Cognitive Processes and Achievement

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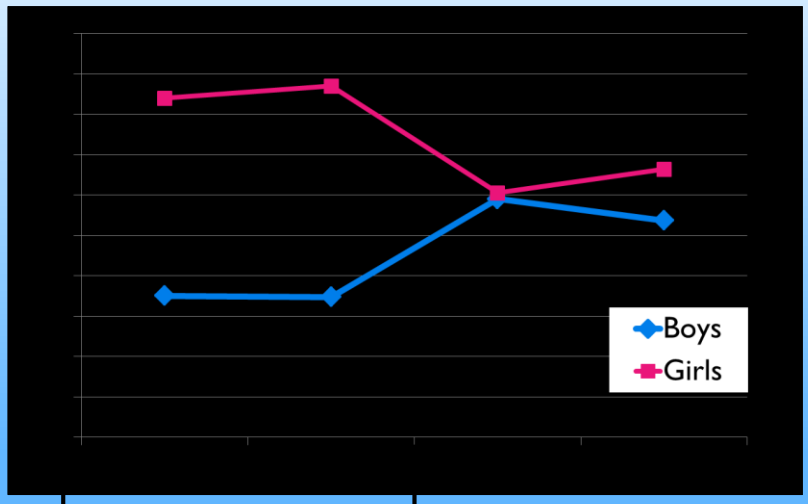
Gender differences in ability and achievement have been studied for some time and have been conceptualized along verbal, quantitative, and visual–spatial dimensions. Researchers recently have called for a theory-based approach to studying these differences. This study examined 1,100 boys and 1,100 girls who matched the U.S. population using the Planning, Attention, Simultaneous, Successive (PASS) cognitive-processing theory, built on the neuropsychological work of A. R. Luria (1973). Girls outperformed boys on the Planning and Attention scales of the Cognitive Assessment System by about 5 points (d = .30 and .35, respectively). Gender differences were also found for a subsample of 1,266 children on the Woodcock–Johnson Revised Tests of Achievement Proofing (d = .33), Letter–Word Identification (d = .22), and Dictation (d = .22). The results illustrate that the PASS theory offers a useful way to examine gender differences in cognitive performance.

Sex Differences: Ability



Executive Function

Sex Differences: Social Emotional

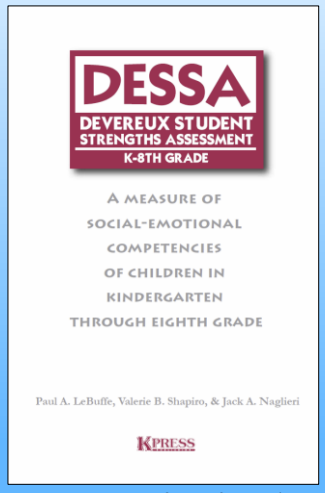


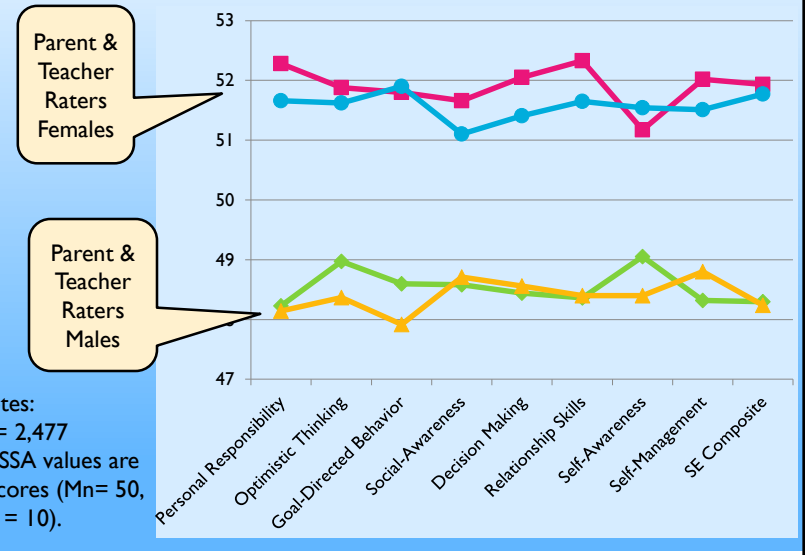
TABLE 2.6

Means, SDs, Ns, and *d*-ratios for DESSA *T*-Scores by Gender

	Males			Male Female *d*-ratio	Females		
	Mean	*SD*	*n*		*Mean*	*SD*	*n*
TEACHER RATERS							
Personal Responsibility	48.23	9.98	631	-0.42	52.28	9.30	611
Optimistic Thinking	48.97	10.14	627	-0.30	51.88	9.47	612
Goal-Directed Behavior	48.60	10.05	631	-0.33	51.80	9.38	611
Social-Awareness	48.58	10.13	630	-0.31	51.66	9.64	612
Decision Making	48.44	10.08	631	-0.37	52.05	9.32	612
Relationship Skills	48.36	10.04	630	-0.41	52.33	9.30	612
Self-Awareness	49.05	10.28	631	-0.22	51.17	9.36	611
Self-Management	48.32	10.02	631	-0.39	52.02	9.18	612
Social-Emotional Composite	48.30	10.09	625	-0.38	51.93	9.02	609
PARENT RATERS							
Personal Responsibility	48.14	9.52	602	-0.36	51.66	9.87	641
Optimistic Thinking	48.37	9.86	602	-0.33	51.62	9.82	641
Goal-Directed Behavior	47.92	9.51	602	-0.41	51.90	9.96	641
Social-Awareness	48.71	9.75	602	-0.25	51.10	9.71	641
Decision Making	48.56	9.76	602	-0.29	51.41	9.62	641
Relationship Skills	48.40	9.72	602	-0.33	51.65	9.90	641
Self-Awareness	48.40	10.03	602	-0.32	51.54	9.51	641
Self-Management	48.80	9.98	602	-0.27	51.51	9.94	641
Social-Emotional Composite	48.24	9.51	602	-0.37	51.77	9.60	641

Devereux Elementary Student Strength Assessment (DESSA, LeBuffe Shapiro & Naglieri, 2009)

Sex Differences: Social Emotional



Notes:
N = 2,477
DESSA values are T-scores (Mn= 50, SD = 10).

Sex Differences

Developmental Differences in Executive Function

Developmental Changes in EF

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Relations between executive function and academic achievement from ages 5 to 17 in a large, representative national sample

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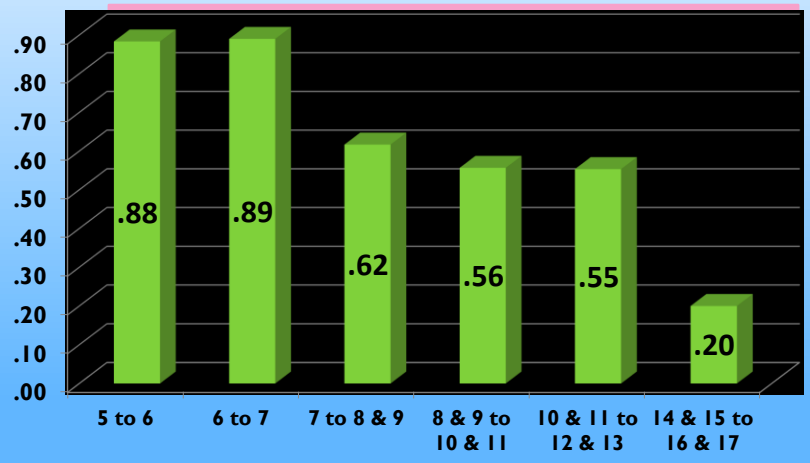
ABSTRACT

This study examined age-related changes in complex executive function (EF) in a large, representative sample ($N = 2036$) aged 5 to 17 using the Cognitive Assessment System (CAS; Naglieri & Das, 1997a). Relations between complex EF and academic achievement were examined on a sub-sample ($N = 1395$) given the Woodcock–Johnson Tests of Achievement–Revised (Woodcock & Johnson, 1989). Performance on the three complex EF tasks improved until at least age 15, although improvement slowed with increasing age and varied some across tasks. Moreover, the different developmental patterns in the correlations between completion time and accuracy provide clues to developmental processes. Examination of individual achievement subtests clarified the specific aspects of academic performance most related to complex EF. Finally, the correlation between complex EF and academic achievement varied across ages, but the developmental pattern of the strength of these correlations was remarkably similar for overall math and reading achievement, suggesting a domain-general relation between complex EF and academic achievement.

Developmental Changes in EF

- Best, et al (2011) reported means score differences between adjacent age groups of a large (N = 2, 036) nationally representative sample (CAS normative group)
- Results showed that EF does **not** develop consistently across the 5 year to 18 year age range
- Age differences were reported in effect sizes (.2 to .4 = small; .5 to .7 = medium; .8 and above = large)

Developmental Changes in EF



Developmental Changes in EF

- These developmental data suggest that instruction in EF Skills should be stressed when growth is most rapid, that is, during early elementary and middle school years
- Students need to be TOLD what EF is and how it can be used to help them learn, especially during the early years when growth in ABILITY is ….so that growth in BEHAVIOR and EMOTION follow

Presentation Outline

- Comprehensive Model of EF
  - Historical Perspective
  - Definitions of Executive Function
- EF as Behavior
- EF as an Ability (an intelligence)
- EF as Social Emotional Skills
- Research about EF as ability, behavior, and SE
- **Think Smart!** -- EF Skills in the Classroom
  - More lesson plans for improving components of EF
- Conclusions

Conclusions

- The teacher's role is to give the student knowledge of facts ***and*** to encourage the use of Executive Function
- When we give students the responsibility to figure out how to do things we teach them to **THINK SMART! and use EF**
- **This is the gift of smarter thinking**
- **This is a gift of optimism**
- **This is a gift for life success**
- **EF is about LIFE not just school**